DOCUMENT RESUME

ED 447 655 EC 308 144

TITLE	Florida Course Descriptions: Exceptional Student Education, Grades 6-8, 1999 Revisions. Suggested Course Performance Objectives.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
REPORT NO	ESE-10523
PUB DATE	1999-00-00
NOTE	528p.; Funded under the Individuals with Disabilities Education Act (IDEA), Part B. Developed by the Standards and Curriculum for Students with Disabilities Project, through the Center for Performance Technology, Florida State University.
AVAILABLE FROM	Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 622 Turlington Bldg., Tallahassee, FL 32399-0400. Tel: 850-488-1879; Fax: 850-487-2679; e-mail: cicbiscs@mail.doe.state.fl.us; Web site: http://www.firn.edu/doe/commhome/.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF02/PC22 Plus Postage.
DESCRIPTORS	Academic Standards; Basic Skills; Career Education; Competency Based Education; Course Descriptions; Curriculum Development; Daily Living Skills; *Disabilities; Enrichment Activities; Graduation Requirements; Intermediate Grades; Junior High Schools; *Secondary School Curriculum; *Special Education; *State Standards; *Student Educational Objectives; Vocational Education
IDENTIFIERS	*Florida

ABSTRACT

This document presents the full revised course descriptions for Florida exceptional student education in grades 6-8. Courses incorporate the Florida standards for a special diploma. Requirements include a list of related benchmarks from the state standards for each level of functioning: independent, supported, and participatory. Introductory material discusses changes, and explains the sections of each course description, provides a chart for determining levels of functioning, and explains the new course performance objectives. Each course description includes a course header with the subject area, course name and number, changes, and credits; major concepts/content; any special notes such as legal requirements about the intended student population; and course requirements. Courses are grouped into categories: (1) general academic (academic skills, advanced academics, developmental skills); (2) academic subject areas (language arts, reading, communications, mathematics, science, health, social studies, career education, and exploratory vocational); (3) special skills (social personal, unique skills, orientation and mobility, unique skills vision, and learning strategies); (4) miscellaneous (visual and performing arts, music, and physical education). (DB)

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FLORIDA COURSE DESCRIPTIONS

Exceptional Student Education
Grades 6-8

1999 Revisions

Suggested Course Performance Objectives

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Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services
1999

This product was developed by the Standards and Curriculum for Students with Disabilities Project, through the Center for Performance Technology, Florida State University, funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Florida Department of Education
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1999

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Course Descriptions

Exceptional Student Education Grades 6-8

Suggested Course Performance Objectives

Overview

Florida has had statewide course descriptions for Exceptional Student Education (ESE) since 1982-83. These descriptions were originally called curriculum frameworks and were developed for courses for Grades 6-12 and Adult Education Programs. The curriculum frameworks have been renamed "Florida Course Descriptions." Many changes have been made to the organization and content of these documents. The following provides a brief overview of those changes:

Courses incorporate the Sunshine State Standards for Special Diploma. The content and requirements of the courses have been revised. Most requirements include a list of related Benchmarks from the Sunshine Standards for Special Diploma. Each Standard has benchmarks that describe the expectations for each level of functioning: independent, supported, and participatory. For ease of reference, the benchmarks are coded using an identification system that mirrors the structure of the standards. Each domain, strand, standard, and benchmark has been assigned a unique identification code. See the following example.

CL.B.3.In.2 The student applies mathematical concepts and processes to solve problems.

Domain	CL	Curriculum and Learning Environment
Strand	B	Functional Academics
Standard	3	The student identifies and applies mathematical concepts and processes to solve problems.
Level	In	Independent
Benchmark	2	The student applies mathematical concepts and processes to solve problems.

Reduction in number of courses. Consistent with the efforts in the Department of Education to reduce the number of courses managed by the State, the Bureau of Instructional Support and Community Services has recommended that 89 ESE courses be deleted in the 1999-2000 school year. High school courses that duplicate requirements in comprehensive courses were deleted. A total of 84 courses for Grades 6-12 and Adult Education for Exceptional Student Education remain.

All ESE courses repeatable. All courses are described as multi-credit or repeatable courses. The specific requirements must be defined for each student on an individual basis each year the student is enrolled in the course.

Name changes. In keeping with the "student first" philosophy, the names of courses that reference specific exceptionalities have been revised to put the student first. For example, "Special Skills for Autistic Students" has been renamed "Special Skills for Students with Autism."

Names of some other courses have been revised to better reflect the content of each course. A complete list of name changes is included in the *Florida Course Descriptions* Table of Contents.

New courses. Four courses for Grades 9-12 are new. They are:

Preparation for Adult Postschool Living

Career Preparation

Career Experiences

Career Placement

6-8 and 9-12 companion courses. Courses addressing similar content in Grades 6-8 and Grades 9-12 have been revised to be more consistent. For Special Skills Courses, requirements are identical for both levels. In other cases, the language used in the course requirements indicates a less complex type of knowledge for Grades 6-8. For example, the requirement for Grades 6-8 might be stated as "Demonstrate awareness..." while a similar requirement for Grades 9-12 might be stated as "Demonstrate knowledge" or "Demonstrate understanding."

The Suggested Course Performance Objectives are similar for companion courses in both Grades 6-8 and 9-12. This overlap provides greater flexibility in the use of the courses to better meet individual needs of students. Within a Course Requirement, the objectives are generally listed from simple to complex or by specific categories to help identify scope and sequence.

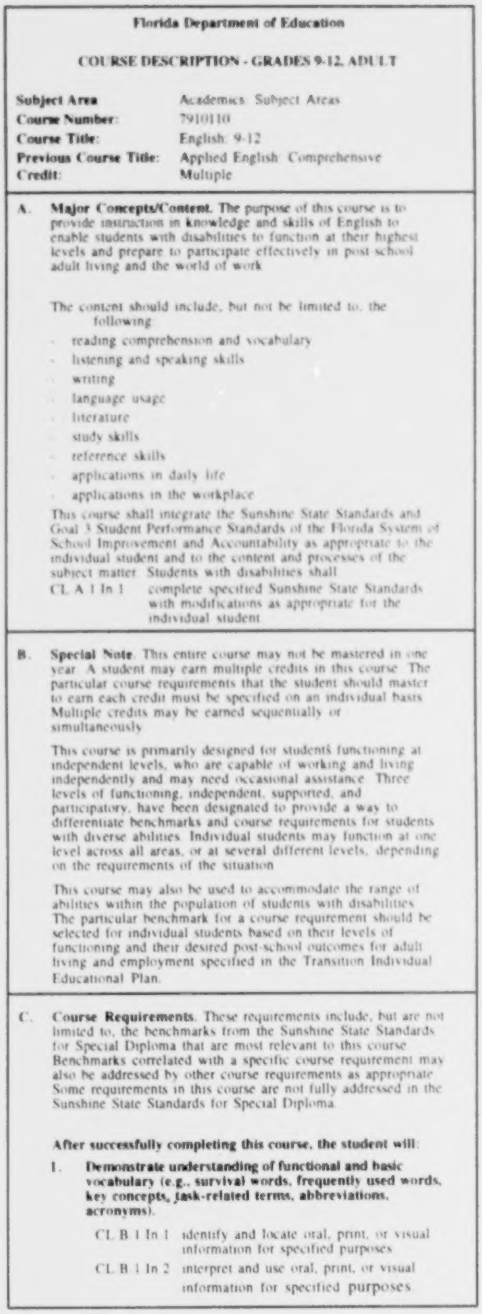
Sections of a Course Description

Course Header—
provides the subject area, course name and number, including any changes, and information about credits.

Section A.
Major Concepts/Content— provides a statement of the purpose of the course and a list of the course topics or content. The requirement to integrate Sunshine State Standards and the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability, as appropriate for individual students in the course, is also noted here.

Section B.
Special Note—
provides specific information about a course, such as legal requirements, the intended student population, or suggested instructional activities.

Section C.
Course Requirements—
were formerly called "Course Outcomes." Beneath each requirement, the relevant Benchmarks from the Sunshine State Standards for Special Diploma are listed. Course requirements generally state that students will demonstrate understanding or apply skills and strategies. This wording does not limit the ways that students could indicate mastery of a particular requirement.



Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area	Academics: Subject Areas
Course Number:	7910110
Course Title:	English: 9-12
Previous Course Title:	Applied English: Comprehensive
Credit:	Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide instruction in knowledge and skills of English to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily life
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

B. **Special Note**. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

C. **Course Requirements**. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate understanding of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

    CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

    CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

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Levels of Functioning. To maintain alignment with the Sunshine State Standards for Special Diploma, the three levels of functioning, *independent, supported,* and *participatory*, are used in the courses. In Section A. Major Content/Concepts, the purpose of the course may describe the specific level, for example, " ...for students functioning at independent levels," or indicate that the course requirements may be appropriate for students at diverse levels. The Benchmarks listed with the requirements indicate multiple levels as appropriate.

Section B of the Course Description includes a description of the three levels of functioning.

> Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The courses are designed to accommodate the diverse needs of students with disabilities. More information about levels of functioning is included in the next section of this guide. In general, one or more levels of functioning are included in the course requirements and the correlated benchmarks for the Sunshine State Standards for Special Diploma. You may adapt requirements and objectives, if needed, to provide for students functioning at levels different from those designated in the courses.

On the following pages, a complete list of courses is provided with the level(s) of functioning indicated for each course.

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Level(s) of Functioning in Courses

	IND	SUP	PART
GRADES 6-8			
ACADEMICS - GENERAL			
7855010 Academics: 6-8	✔	✔	
7855030 Academic Skills: 6-8		✔	
7855040 Advanced Academics: 6-8	Does not apply		
7855050 Developmental Skills: 6-8			✔
ACADEMICS - SUBJECT AREAS			
7810010 Language Arts: 6-8	✔	✔	
7810020 Reading: 6-8	✔	✔	
7810030 Communications: 6-8	✔	✔	✔
7812010 Mathematics: 6-8	✔	✔	
7820010 Science: 6-8	✔	✔	
7820020 Health: 6-8	✔	✔	
7821010 Social Studies: 6-8	✔	✔	
7821030 Career Education: 6-8	✔	✔	✔
7880010 Exploratory Vocational: 6-8	✔	✔	✔
SPECIAL SKILLS COURSES			
7863000 Social Personal: 6-8	✔	✔	✔
7863010 Unique Skills: 6-8	✔	✔	✔
7863020 Speech and Auditory Training: 6-8	Based on student's IEP		
7863060 Orientation and Mobility: 6-8	✔	✔	✔
7863080 Unique Skills Vision: 6-8	✔	✔	✔
7863090 Learning Strategies: 6-8	✔		
MISCELLANEOUS			
7801010 Visual and Performing Arts: 6-8	✔	✔	✔
7813010 Music: 6-8	✔	✔	✔
7815010 Physical Education: 6-8	✔	✔	✔

THERAPY		IND	SUP	PART
7866030	Speech Therapy: 6-8	Based on student's IEP		
7866040	Language Therapy: 6-8	Based on student's IEP		
7866050	Occupational Therapy: 6-8	Based on student's IEP		
7866070	Physical Therapy: 6-8	Based on student's IEP		
NON-CREDIT				
7800010	Therapeutic Instructional Support: 6-8	Does not apply		
7855020	Hospital and Homebound Instructional Services: 6-8	Does not apply		
GRADES 9-12, ADULT EDUCATION				
ACADEMICS - SUBJECT AREAS				
7910100	Reading: 9-12	✓		
7910110	English: 9-12	✓		
7910390	Life Skills Communication: 9-12	✓	✓	
7910400	Life Skills Reading: 9-12	✓	✓	
7912050	Math: 9-12	✓		
7912340	Life Skills Math: 9-12	✓	✓	
7920010	Science: 9-12	✓	✓	
7920050	Health and Safety: 9-12	✓	✓	
7921010	Social Studies: 9-12	✓	✓	
7921330	Career Education: 9-12	✓	✓	✓
7960010	Life Management and Transition: 9-12	✓	✓	✓
SUPPORTED LEVELS: 9-12				
7961010	Academic Skills for Functional Living		✓	
7961020	Communication Skills for Functional Living		✓	
7961030	Personal and Home Skills for Functional Living		✓	
7961040	Leisure and Recreation Skills for Functional Living		✓	
7961050	Community and Social Skills for Functional Living		✓	

PARTICIPATORY LEVELS: 9-12	IND	SUP	PART
7962010 Cognitive and Linguistic Skills			✔
7962020 Life Sustaining and Environmental Interaction Skills			✔
7962030 Leisure/Recreation Skills for Improvement of Quality of Life			✔
7962040 Developmental-Functional Motor and Sensory Skills			✔
SPECIAL SKILLS COURSES			
7963010 Preparation for Postschool Adult Living	✔	✔	✔
7963030 Skills for Students who are Motor and Other Health Impaired	✔	✔	✔
7963040 Skills for Students who are Deaf or Hard of Hearing	✔	✔	✔
7963050 Skills for Students who are Visually Impaired	✔	✔	✔
7963060 Orientation and Mobility Skills	✔	✔	✔
7963070 Social and Personal Skills	✔	✔	✔
7963080 Learning Strategies	✔		
7963090 Skills for Students who are Gifted	Does not apply		
7963110 Skills for Students with Autism	✔	✔	✔
7963120 Skills for Students who are Deaf-Blind	✔	✔	✔
7963130 Unique Skills	✔	✔	✔
MISCELLANEOUS			
7915010 Specially Designed Physical Education	✔	✔	✔
7919010 Driver Education for Special Learners	✔		
7967010 Visual and Performing Arts	✔	✔	✔
GIFTED			
7965010 Research Methodology for Students who are Gifted	Does not apply		
7965030 Externship for Students who are Gifted	Does not apply		
7965040 Studies for Students who are Gifted	Does not apply		

THERAPY	IND	SUP	PART
7966010 Physical Therapy	Based on student's IEP		
7966020 Occupational Therapy	Based on student's IEP		
7966030 Speech Therapy	Based on student's IEP		
7966040 Language Therapy	Based on student's IEP		
VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES			
7980010 Exploratory Education	✓	✓	
7980020 Practical Arts Education	✓	✓	
7980030 Job Preparatory Education	✓	✓	
7980040 Agriculture Education	✓	✓	
7980050 Business Technology Education	✓	✓	
7980060 Diversified Education	✓	✓	
7980070 Health Science Education	✓	✓	
7980080 Family and Consumer Sciences Education	✓	✓	
7980090 Industrial Education	✓	✓	
7980100 Marketing Education	✓	✓	
7980110 Career Preparation	✓	✓	✓
7980120 Career Experiences	✓	✓	✓
7980130 Career Placement	✓	✓	✓
7980150 Supported Competitive Employment		✓	
7980190 Technology Education	✓	✓	
NON-CREDIT			
7900010 Therapeutic Instructional Support	Does not apply		
7900030 Hospital/Homebound Instructional Services	Does not apply		

Suggested Course Performance Objectives

Suggested course performance objectives were formerly called course performance standards. They have been developed for most courses to assist districts with the implementation of these new courses. *Course performance objectives* are detailed statements of the knowledge and skills included in the course requirements. Each requirement includes objectives that relate to the correlated benchmarks and may also include objectives that are correlated to different benchmarks. Some objectives are not correlated to any benchmarks.

Course performance objectives were not developed for Speech and Auditory Training: 6-8; Speech, Language, Occupational and Physical Therapy courses for Grades 6-8 and 9-12; or Therapeutic Instructional Support and Homebound Hospitalized Services for Grades 6-8 and 9-12.

Important things to know

Each *course requirement* is printed in bold type with the correlated benchmarks from the Sunshine State Standards for Special Diploma listed underneath. The example that follows is taken from a course designed for all three levels of functioning.

12. Demonstrate understanding of interpersonal relationships as they relate to postschool adult living.

SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

The expected *level of functioning* for the student should be specified for each course requirement and performance objective. You will determine the level of functioning by considering the amount of additional support and assistance that *must be* provided for the student to be able to successfully perform the skill or use the knowledge. This support or assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. You may find the following guidelines included in Section B of each course helpful.

- For requirements/objectives mastered at the **Independent Level**, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

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- For requirements/objectives mastered at the **Supported Level,** mastery should be determined with consideration of the amount and type of *guidance and support* necessary for the student to be able to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons or symbols, pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the **Participatory Level,** mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

→ **There is a place within each requirement to indicate the specific types of guidance and support or assistance that are necessary for each student who will be expected to master an objective at the supported or participatory level.** You can add information such as the name of the particular type of assistive technology or amount of supervision that is needed. Within a requirement, students may be able to master some objectives at an independent level, others at a supported level, and still others at a participatory level.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: __________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

The most important thing to know about levels of functioning is that

an individual student may function at ***all*** *three levels depending on*

…the specific knowledge or skills

…the requirements of the situation

…the experience and functional limitations of the student.

Some have tried to align the levels of functioning with the categories of *mild, moderate*, and *severe/profound* disabilities. This is *not* appropriate.

- The level of functioning is *not* the same as the level of performance or knowledge.
- The independent level does *not* mean skills at high school level.
- The supported level does *not* mean low-level skills.
- The participatory level does *not* mean developmental skills.

Independent means that students are expected to be able to perform the skill or use the knowledge on their own.

Supported means that students are expected to require some type of prompt, supervision, or use of assistive technology to be able to perform the skill or use the knowledge required for the task.

Participatory means that students are expected to require assistance to be able to participate in the particular activity or task.

Here are two examples to help explain the difference.

Strand: Life Work

Standard: The student recognizes opportunities and responsibilities in the workplace.

Level	Benchmark	Objective
Independent	CL.C.1.In.3 The student makes general preparations for entering the work force.	Writes a list of appropriate questions to ask when participating in a job interview.
Supported	CL.C.1.Su.3 The student makes general preparations for entering the work force—with guidance and support.	Responds appropriately when prompted to a structured set of questions in a job interview.
Participatory	CL.C.1.Pa.1 The student shows willingness or interest in participating in work or community activities—with assistance.	Expresses preferences for possible work situations using an augmentative communication system with assistance.

Strand: Personal Care

Standard: The student engages in productive and leisure activities used in the home and community.

Level	Benchmark	Objective
Independent	IF.A.1.In.2 The student completes personal care, health, and fitness activities.	Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., follow a wellness plan, work out with a buddy).
Supported	IF.A.1.Su.2 The student completes personal care, health, and fitness activities—with guidance and support.	Complete activities related to wellness when reminded by parent or supervisor (e.g., engage in fitness routines, eat nutritious foods, have annual checkups by doctor).
Participatory	IF.A.1.Pa.1 The student participates in routines of productive and leisure activities used in the home and community—with assistance.	Accept assistance and participate in routine physical fitness activities on a regular basis.

What do the course performance objectives include?

→ **Some objectives include the *Student Performance Standards for Exceptional Student Education* and are listed under related requirements in courses for Grades 9-12.** These objectives are printed in *italics*, with the subject area, standard number, and level in parentheses at the end. These standards are included *only* in the courses for Grades 9-12 to accommodate students who are required to master them for a Special Diploma through 2001-2002. Here is an example of a Student Performance Standard as it appears in the suggested course performance objectives.

> *Identify resources for finding employment. (Social and Personal C 30: VI)*

→ **Most other objectives have one or more *correlated benchmarks* at the end in parentheses. Some objectives have not been correlated.**

> Accept assistance and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)

→ **Some objectives include *examples* to clarify what the knowledge or skill requires the student to do.**

> Demonstrate behavior that meets social expectations when working in a group at work (e.g., waiting for turn, assisting others, following rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

→ **For many objectives, the required knowledge and skill must be applied or used when *completing functional tasks or productive activities.*** Acquiring knowledge and skills in isolation has no place in instructional programs for students with disabilities. A functional task or productive activity is one that is relevant to the student's life, in or out of school. A functional task has personal meaning for the student, now or in the future. The examples at the end of the objectives provide ideas about different types of tasks or activities that might require the knowledge or skill of the objective. You can add any additional tasks or activities needed by your students.

> Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)
>
> Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing windows, securing home by locking windows and doors, using a screwdriver for simple home maintenance). (IF.A.1.In.1, IF.A.1.Su.1)

→ **Many objectives contain clusters of knowledge and skills listed beneath the objective.** You may add additional knowledge and skills as appropriate for your students.

Identify common abbreviations when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ______ ☐ measurement units ______ ☐ locations
______ ☐ titles ______ ☐ time
______ ☐ other: ______________________________

→ **For many objectives, various *situations or contexts* for the behaviors are listed separately.** Students with disabilities often have difficulty generalizing knowledge and skills to new tasks and to new situations. To address the student's need to generalize knowledge and skills, you can identify the specific context(s) or situation(s) in which the objective will be applied. Because of considerations of age-appropriateness, "workplace" is included only in courses for grades 9-12.

Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ____ ☐ home ____ ☐ school ____ ☐ community ____ ☐ workplace

→ **Some objectives include space where you can record student progress.** For the performance objectives that include "Specify" lists, the *line and box* before the item within the objective can be used to keep a record of student performance. The box can be checked when the particular item is assigned to the student, and the date of mastery can be placed on the line.

Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ______ ☐ name key features or steps
______ ☐ break into smaller components for practice
11/2/99 ☐ practice with physical guidance
______ ☐ practice with verbal prompts
______ ☐ other:

More about levels of functioning

Independent and Supported Levels. You'll find that most objectives have both an independent and supported level benchmark correlated to them. This is done to indicate that most knowledge and skills can be performed either independently or with guidance and support. See the following chart for examples.

Independent Level	**Supported Level**
Objective— **Performs** ***independently***	**Objective—** **Performs** ***with guidance and support***
Completes personal information sections on applications and forms accurately.	*Copies* personal information *from a personal identification card* to complete applications and forms accurately.
Initiates requests for personal assistance by stating needs.	*Follows a visual prompt* to initiate requests for personal assistance.
Uses complete sentences when writing correspondence.	Revises written correspondence to contain only complete sentences *when errors are pointed out by others.*
Uses behaviors that reflect self-control when completing functional tasks.	Uses behaviors that reflect self-control when completing functional tasks *if monitored by a supervisor.*
Replaces tools and equipment in proper location for storage after use.	Replaces tools and equipment for storage in shelves and containers *with pictures designating proper location.*
Writes a report describing completed projects.	*Uses voice-input software with a word processor* to write reports describing completed projects.

→ **The Participatory Level uses a different approach**. The unique needs of individuals who function at this level must be taken into consideration for each objective. Objectives at the participatory level generally say "Accept assistance and participate in…," allowing the teacher to specify what tasks or activities are to be used or what type of response is expected.

Accept assistance and participate in activities related to community service organizations. (IF.A.1.Pa.1)
Specify activity: ____

Accept assistance and participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method:
______ ☐ point to object
______ ☐ vocalize or gesture
______ ☐ body movement
______ ☐ other: ______________________________
______ ☐ point to referent object
______ ☐ verbalize or sign
______ ☐ assistive/augmentative device

Understanding the verbs in the objectives

→ ***Nonspecific verbs* such as "attend to," "identify," and "demonstrate understanding" are used in the performance objectives to allow needed flexibility in targeting expectations for each student's learning.**

You will notice that in each objective, the verbs designating the required behaviors are *nonspecific*. This allows you to individualize the objective according to the capabilities and needs of individual students. You can also specify the particular types of tasks or situations involved. The following list can be used to target the expectations for each student.

Possible behaviors

If the verb states	The student can…
Attend to	—vocalize, gesture, move body, direct gaze
Identify	—point to, find, recognize, locate —discriminate, distinguish, select —match —label or name —describe or act out —define

If the verb states	The student can…
Demonstrate awareness	—identify, match, select, recognize, name, label
Demonstrate knowledge	—define, describe meaning, briefly explain —identify familiar examples and non-examples —express main idea or essential message —note relevant details —describe order of events
Demonstrate understanding	—compare and contrast —identify new examples and non-examples —explain in depth —describe how this knowledge is used in other situations —identify cause/effect relationships
Identify conduct/behavior	—name examples and non-examples —define or describe behavior —name or describe situations when behavior is needed —name or describe situations that support such behavior —name or describe situations that inhibit or prevent such behavior
Use conduct/behavior	—use appropriate communication —use appropriate body language —perform tasks that support intent of situation —refrain from using undesirable behavior or language
Monitor own use of behavior	—keep log or chart —report to peer or adult —modify behavior when necessary
Recognize need	—tell, point to, indicate situation or needed object —initiate request for assistance or needed items —initiate behaviors to meet need
Obtain information	—view or touch object or event —read or listen to verbal information —locate in directory, reference book, database —ask someone knowledgeable

Planning for Instruction

The *Florida Course Descriptions for Grades 6-12, Exceptional Student Education* (1999) provide opportunities for students with disabilities to acquire the knowledge and skills they will need to be able to participate in a wide range of functional activities at home, in school, and in the community and workplace.

In general, the courses can accommodate the needs of a wide range of students with disabilities. To facilitate the articulation of students from grades 6-8 to grades 9-12, the requirements and performance objectives of companion courses are very similar. A student who has been enrolled in the Language Arts: 6-8 course for three years can continue progress in high school in English: 9-12.

Students do not have to be taught or be expected to master each requirement and performance objective in a lockstep fashion. You should select the requirements and performance objectives needed by the individual student. Objectives that have already been mastered do not need to be addressed.

When selecting requirements and performance objectives for an individual student, ask these questions:

> *What does the student already know how to do independently?*
>
> *What kinds of support does the student need to learn new skills?*
>
> *What kinds of accommodations, including assistive technology, does the student need?*
>
> *Does the student have the necessary prerequisite knowledge and skills for this course?*
>
> *Does the student need to be able to use the knowledge and skills in various situations and contexts?*

The answers to these and other questions about the student's current level of performance should be used to select the requirements and performance objectives that the student will be expected to master for the coming school year. To the extent possible, students should aim toward mastering as many objectives as possible at an independent level. If students are able to perform a particular objective at a supported level with guidance and support, they may be able to progress to an independent level.

Selecting course requirements and performance objectives for students

Because courses are all repeatable (or multi-credit for Grades 9-12), you must select requirements and performance objectives each year the student is enrolled in the course on an individual basis.

If you are responsible for large numbers of students, this may appear to be overwhelming. However, the task becomes more reasonable by thinking about what students who are enrolled in the same class have in common.

- **Check the IEPs of the students.** Start by *reviewing the IEPs* of the students enrolled in the course. What are their present levels of performance and annual goals and objectives? What accommodations and modifications do the students need? What supplementary aids and supports for personnel are needed?
- **Select the requirements that all students should address.** Review the *course requirements* and mark the ones that *all* students will need. Your district may have local guides that indicate which requirements are targeted for specific courses or grade levels. Make notes of any special needs of individual students.
- **Note performance objectives that students have already mastered.** Review the *performance objectives* for each requirement that will be included in the course for the coming year. Mark off the ones that students have already accomplished.
- **Select performance objectives that all students should be able to learn.** Mark the performance objectives that all, or almost all, of the students should be able to accomplish in the school year. Performance objectives may be repeated as appropriate.
- **Differentiate objectives as needed for individual students.** Based on the individual needs of your students, you may need to add or delete objectives. You should also modify objectives as appropriate for individual students.
- **Determine the expected level of mastery for the majority of objectives.** The amount and types of support and assistance necessary for successful performance of the behaviors described in the objectives must be considered for each student. You will need to determine the expected level of mastery—*independent, supported,* or *participatory.*

By following this procedure, you will soon have a clear understanding of what all the students in the course will be expected to learn, and what kinds of individualization are needed for each student in the class.

Planning the curriculum for a course

Now that you have identified the requirements and performance objectives for students in the course, you are now ready to make decisions regarding the organization or scope and sequence of content and skills, the instructional approaches, the materials, and assessment procedures. In other words, you are ready to plan the *curriculum*.

- **Relate the curriculum to desired post-school outcomes.** Students with disabilities are taking these courses in order to be able to achieve their desired school and post-school outcomes. Answers to the following questions may help to clarify the expectations and outcomes of the course for each student.

  Where will students be expected to use what they learn?

  At home? In school? In the community? On the job?

  How independent will students need to be?

  What natural supports are available for students at home, at school, and in the community?

- **Think about the scope and sequence of the requirements and objectives.** When planning the curriculum for the course, you must also consider the overall scope and sequence of the course requirements. Answers to these questions help to clarify the scope and sequence of requirements and objectives.

  What are district requirements for this course?

  What are necessary prerequisite knowledge and skills?

  What skills and concepts form the foundation of this course?

  How do the skills and concepts relate to each other?

  In what situations will students need to be able to apply the concepts and skills they are learning?

- **Organize units of instruction.** Teachers may group large segments of course content or related skills into *units* of instruction. Units may last for several weeks and include many lessons. Often a culminating project or assessment completes a unit of instruction. Once a unit is determined, you can target the previously selected performance objectives for that unit. The subtitles in the Suggested Performance Objectives in the Course Descriptions will help you locate appropriate objectives.

  Don't worry about repeating objectives. You can include specific performance objectives in as many units as appropriate. Students with disabilities need many opportunities to learn and practice newly acquired knowledge and skills. Don't forget to individualize according to the needs of students.

Using units to organize curriculum helps both the students and you to maintain attention on the key concepts and long-range outcomes. Units can also help students to create linkages to prior knowledge and to identify situations where the new knowledge and skills can be applied. You will also want to consider the length of instructional time that will be needed for each unit so that the selected course requirements can be completed within a semester or academic year.

Use an outline, chart, or graphic organizer to lay out the major topics or themes for the units of the course. This will help you to see the "big picture" and make sure that all of the necessary content and skills will be addressed. Putting these ideas down on paper also helps you to think about how the instruction will be sequenced. By the way, it is a good idea to share this overview of the course with the students. Answers to the following questions can help you think of ways to organize units of instruction.

What major topics, concepts, or themes are reflected in the course requirements?

What logical sequence should be followed in organizing content?

What projects or real-world experiences are needed to help students generalize and apply what they have learned?

- **Plan learning experiences and select instructional materials.** With the overall unit structure in mind, you can begin to identify specific types of learning experiences and instructional materials. Naturally, you will look first at the textbooks, software, and other types of instructional materials provided by your school. You may need to find supplementary materials or guides for other types of learning experiences.

Are the textbooks, software, and supplementary materials provided by my school appropriate for this course and the capabilities of my students?

What additional materials should I include?

Are commercially prepared materials available or will I need to design them myself?

What do I need to teach students about handling the instructional materials or using the equipment?

What kinds of instruction strategies will be needed to help my students meet the course requirements and master the performance objectives?

Will students use these materials individually or in groups?

Are simulated or community-based experiences needed?

How should I coordinate the instruction with other teachers?

- **Develop more detailed plans for the unit and individual lessons.** Now you are ready to develop the details for the units and individual lessons. Think about and act on each of the following important events of instruction to make your lessons more effective learning experiences:

  How will the unit or lesson be introduced?

  What are students expected to learn during the unit/lesson?

  How does this unit or lesson relate to previous lessons and what students already know?

  What activities will be included?

  How will students practice and get feedback on their learning?

  How will students' learning be assessed? What criteria will be used in the assessment rubric for each objective?

  What modifications or accommodations are needed for individual students?

Evaluating student progress

Assessment and evaluation of student progress are a part of every instructional plan. Assessment is often the critical component of the culminating activities of a unit or course. Similar kinds of assessment procedures may be used for the whole class, but the performance of each student must be observed, measured, and reviewed individually, one student at a time. If the student has met or exceeded the expectations of the performance objectives, mastery can be recorded. If the learning is still in progress, descriptions of strengths and weaknesses should be noted in the student's record. Alternate assessment procedures may be incorporated into the lessons and units as appropriate.

Consider the following questions as you plan assessment activities:

What is the purpose of the assessment?

What skills will be tested?

How will the performance be assessed and measured?

What kind of assessment rubric will be used?

Where and when will the assessment occur?

Do individual students need accommodations?

How will students get feedback?

How will the results of the assessment be reported?

Reflecting on your teaching

The planning of a course or unit or lesson is not finished until the end.

At the end of each lesson, unit, or course, take the time to think about what worked and what didn't.

> *How well did the students do?*
>
> *Were the instructional strategies and materials effective?*
>
> *Were the students interested in what they were doing?*
>
> *Could they see the relevance and functionality of what they were learning?*
>
> *Could they see the importance of what they were learning?*
>
> *Did they begin to take control and responsibility for their own learning?*

Summary

This document includes the revised course descriptions for Exceptional Student Education adopted by the State Board of Education. A list of suggested course performance objectives is provided for each course requirement. These objectives may be modified as necessary to meet the needs of individual students.

Academics - General

Grades 6-8

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - General
Course Number:	7855030
Course Title:	Academic Skills: 6-8
Previous Course Title:	Pre Academics: 6-8
Credit:	Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in school, at home, and in the community. Emphasis will be placed on the practical application of academic skills as they relate to functional tasks of personal life.

The content should include, but not be limited to, the following:

- receptive and expressive communication skills
- reading and writing skills
- mathematical skills
- social and personal skills
- problem solving
- applications to daily activities

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

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C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate comprehension of verbal information.

CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Objects, Areas, and Tasks

1.1. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, fixing a broken shelf). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ ☐ cooking—kitchen, stove, measuring cups, pots, pans
_____ ☐ laundry—washer, dryer, detergent, bleach, stain remover
_____ ☐ yard work—lawn, rake, lawnmower, shovel, hose
_____ ☐ home repair—garage, workshop, hammer, wrench, drill, plunger
_____ ☐ other: ______________________________

1.2. Identify objects, areas, and tasks for common workplace activities (e.g., answering the phone, copying information, faxing information, taking an order, setting up a work station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ office—fax machine, copy machine, calculator, envelopes, stamps, desk
_____ ☐ food service—trays, drink machine, sugar caddies, refrigerator
_____ ☐ for employees—time card, locker, mailbox, uniform, lounge
_____ ☐ maintenance—broom, wastebasket, cleaning supplies
_____ ☐ other: ______________________________

1.3. Identify objects, areas, and tasks for common school activities (e.g., completing class assignments, recording homework assignments, making reports, taking notes, working in the family and consumer sciences lab, participating in physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ classroom—desks, chalkboard, reference books, computers
_____ ☐ cafeteria—trays, drink containers, waste baskets
_____ ☐ media center, guidance, office, gymnasium, all-purpose room, bus
_____ ☐ lab or workshop—equipment, tools, scales, sink, supplies
_____ ☐ for students—folder, locker, textbook, workbook
_____ ☐ other: ________________________________

1.4. Identify objects, areas, and tasks for productive activities in the community (e.g., city hall, library, mailbox, shopping mall, menu). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking
_____ ☐ using the post office
_____ ☐ using the library
_____ ☐ shopping
_____ ☐ eating out
_____ ☐ other: ______________________

1.5. Identify objects, areas, and tasks for leisure activities (e.g., equipment, supplies, fields, arenas, parks). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ outdoor activities
_____ ☐ entertainment
_____ ☐ crafts/hobbies
_____ ☐ sports
_____ ☐ other: ______________________

Pictures

1.6. Identify household objects as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ furniture
_____ ☐ interior design
_____ ☐ entertainment
_____ ☐ appliances
_____ ☐ supplies
_____ ☐ other: ______________________

1.7. Identify objects in the community as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ buildings
_____ ☐ landmarks
_____ ☐ signs
_____ ☐ other: ______________________

1.8. Identify school-related objects as described and pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

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Frequently Used Words

1.9. Identify the meaning of frequently used words to accomplish functional tasks (e.g., survival words, greetings, names). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ common words
_____ ☐ opposite concepts
_____ ☐ temporal concepts
_____ ☐ categories
_____ ☐ directional concepts
_____ ☐ other: ______________________________

1.10. Identify the meaning of compound words and contractions to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

1.11. Identify the meaning of words with common prefixes, suffixes, and endings to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

1.12. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, current events). (CL.B.1.In.1, CL.B.1.Su.1)

1.13. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal grooming and hygiene—brush, floss, shower, deodorant
_____ ☐ finances—coins, dollars, savings, budget
_____ ☐ caring for clothes—wash, dry clean
_____ ☐ purchasing items—discount, sale, tax, charge
_____ ☐ other: ______________________________

1.14. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking—withdrawal, deposit, account number, balance
_____ ☐ library—library card, check out, due date, late charge
_____ ☐ post office—letter, stamp, express mail, package
_____ ☐ businesses—stores, services, clerk, customer, cashier
_____ ☐ volunteer service—organization, responsibilities, schedule
_____ ☐ other: ______________________________

1.15. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ sports
_____ ☐ hobbies
_____ ☐ outdoor activities
_____ ☐ entertainment
_____ ☐ events
_____ ☐ other: ______________________________

Following Directions

1.16. Follow directions to complete productive activities in the home (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, pictorial, demonstration

1.17. Follow directions to complete productive activities in the community (e.g., getting a book at the library; assisting a volunteer service organization or in an activity—coastal cleanup, participating in a fund-raiser). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, pictorial, demonstration

1.18. Follow directions when completing school tasks (e.g., class assignment, project, study guide, worksheet, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, pictorial, demonstration

1.19. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, pictorial, demonstration

Listening

1.20. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body toward speaker, makes appropriate follow-up comments). (CO.A.1.In.1, CO.A.1.Su.1)

1.21. Use strategies to improve listening (e.g., repeats what is heard, says what is heard in own words). (CO.A.1.In.1, CO.A.1.Su.1)

2. Demonstrate expressive language skills.

CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

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Voice and Articulation

2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)

2.2. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a service, cheering at a sports event, walking in the halls of a hospital). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ tone of voice _____ ☐ pitch
_____ ☐ fluency (rate and rhythm) _____ ☐ loudness
_____ ☐ duration _____ ☐ other: ____________________

Greetings and Conversation

2.3. Use appropriate greetings when meeting other persons (e.g., formal—"Hello..."; informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)

2.4. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)

2.5. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about personal problems, about school activities; friends—about what is happening in your life, about activities, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—weather, sports, jobs, or school). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with familiar persons _____ ☐ with unfamiliar persons

Functional Use of Language

2.6. Use appropriate language to express desires effectively in various situations (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ requests _____ ☐ refusals _____ ☐ other: ______________
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.7. Use appropriate language to express ideas and feelings clearly in various situations (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ opinion _____ ☐ fact _____ ☐ sadness
_____ ☐ affection _____ ☐ anger _____ ☐ other: ______________
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.8. Use appropriate language to express need for assistance in various situations (e.g., asks for help, raises hand, calls person's name, presses a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.9. Use appropriate language to express the need for assistance in emergencies (e.g., alerts others, describes emergency). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.10. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ school task—how to look up a word, how to dress for physical education
_____ ☐ personal task—how to use the microwave, how to find a location
_____ ☐ leisure task—how to pack for vacation, how to take care of a pet

2.11. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.13. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3. Demonstrate reading skills necessary for functional tasks of personal life.

CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Signs and Symbols

3.1. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ cooking _____ ☐ laundry _____ ☐ cleaning
_____ ☐ plumbing _____ ☐ yard care _____ ☐ heating and cooling
_____ ☐ other: ______________________________________

3.2. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ exit and entrance signs
_____ ☐ elevator signs
_____ ☐ restroom signs
_____ ☐ other: ______________________

3.3. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ order here
_____ ☐ no food or drink allowed
_____ ☐ name of business
_____ ☐ other: ______________________
_____ ☐ cashier
_____ ☐ no smoking
_____ ☐ hours of operation

Letters

3.4. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a "P"). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ upper case
_____ ☐ manuscript
_____ ☐ lower case
_____ ☐ cursive

Words

3.5. Identify personal information in written form to accomplish functional tasks (e.g., completing forms, signing documents). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ name
_____ ☐ date of birth
_____ ☐ other: ______________________
_____ ☐ address
_____ ☐ ethnic group
_____ ☐ phone number
_____ ☐ Social Security number

3.6. Identify the meaning of frequently used written words to accomplish functional tasks (e.g., Dolch, survival list). (CL.B.1.In.1, CL.B.1.Su.1)

3.7. Identify the meaning of written vocabulary related to school activities (e.g., lunch menu, class schedule, after-school activities, clinic hours). (CL.B.1.In.1, CL.B.1.Su.1)

3.8. Identify the meaning of written directions used in the school environment. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ class assignments
_____ ☐ other: ______________________
_____ ☐ tests
_____ ☐ homework assignments

3.9. Identify the meaning of written words when completing academic tasks (e.g., add, subtract, homework, task). (CL.B.1.In.1, CL.B.1.Su.1)

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3.10. Identify the meaning of written words related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal grooming and hygiene—products, equipment
_____ ☐ caring for clothes—labels, products
_____ ☐ purchasing items—costs, signs
_____ ☐ other: ______________________________

3.11. Identify the meaning of written words related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books from the library, using the post office). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ library—library card, signs, sections, activities
_____ ☐ post office—addresses, postage fees
_____ ☐ businesses—signs, services, hours of operation
_____ ☐ volunteering—names of organization, activities, locations
_____ ☐ other: ______________________________

3.12. Identify the meaning of written words related to leisure activities (e.g., reading directions for a game, selecting a movie from the newspaper listings, playing a board game, reading an article in a sports magazine). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ entertainment
_____ ☐ other: ______________________________
_____ ☐ outdoor activities
_____ ☐ hobbies
_____ ☐ sports
_____ ☐ events

Phrases, Sentences, and Text

3.13. Restate the meaning of a written word, phrase, or sentence to clarify meaning to accomplish functional tasks (e.g., repeating directions, asking for clarification, requesting additional information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ information
_____ ☐ commands
_____ ☐ questions
_____ ☐ requests
_____ ☐ directions
_____ ☐ other: ______________

3.14. Use cues to locate specific information in a book, magazine, or picture to accomplish functional tasks (e.g., school tasks—find picture in a book; personal care—find fitness routine; leisure—find information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ highlighted words
_____ ☐ charts
_____ ☐ answers to questions
_____ ☐ numbers
_____ ☐ pictures
_____ ☐ other: ____________________
_____ ☐ dates
_____ ☐ maps

3.15. Obtain needed written information from an appropriate source to accomplish functional tasks (e.g., getting information about a community activity, finding a phone number). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ newspaper
_____ ☐ brochure
_____ ☐ Internet resources
_____ ☐ other: ______________________________
_____ ☐ magazine
_____ ☐ directory
_____ ☐ instructions
_____ ☐ reference book
_____ ☐ manual
_____ ☐ guide

3.16. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Written Directions

3.17. Follow written directions to complete productive activities in the home and community (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______ ☐ number of steps—1, 2, multiple

3.18. Follow written directions to complete school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______ ☐ number of steps—1, 2, multiple

3.19. Follow written directions in booklets, magazines, or pamphlets to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)

3.20. Follow written directions given on vending machines to obtain desired item (e.g., how to select products, cost of products, how to deposit bills/coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

4. Demonstrate writing skills necessary for functional tasks of personal life.

CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

General Writing Skills

4.1. Use appropriate writing modes related to personal needs to complete functional tasks (e.g., writing a letter, leaving a message, writing in a journal, writing a to-do list, completing homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ handwriting
_____ ☐ typewriter or word processor
_____ ☐ other: ________________________________

4.2. Produce legible handwritten material to complete functional tasks (e.g., writing messages or notes, completing forms, signing documents, writing checks). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ style—manuscript or cursive
_____ ☐ size
_____ ☐ orientation
_____ ☐ spacing
_____ ☐ letter formation
_____ ☐ other: ____________________

4.3. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ messages
_____ ☐ lists
_____ ☐ notes
_____ ☐ other: ____________________

Personal Information

4.4. Reproduce required personal information from an identification card to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.Su.1)

Specify: _____ ☐ name
_____ ☐ date of birth
_____ ☐ address
_____ ☐ ethnic group
_____ ☐ phone number
_____ ☐ other: ____________

4.5. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.2)

Specify: _____ ☐ name
_____ ☐ date of birth
_____ ☐ address
_____ ☐ ethnic group
_____ ☐ phone number
_____ ☐ other: ____________

Forms

4.6. Determine information needed in order to have the proper documents ready to complete specified form (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)

4.7. Transfer information accurately from sources such as a personal identification card or Social Security card onto appropriate section of forms (e.g., disability, benefits, insurance information). (CL.B.2.In.2, CL.B.2.Su.2)

4.8. Write needed information accurately on specified forms. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ application forms
_____ ☐ order blanks
_____ ☐ personal history
_____ ☐ other: ______________________________

5. Demonstrate knowledge of number concepts and computation skills necessary for functional tasks of personal life.

CL.B.3.Su.1	identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

General Skills

5.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

5.2. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ square _____ ☐ rectangle _____ ☐ triangle _____ ☐ circle

5.3. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ cube _____ ☐ sphere _____ ☐ cylinder _____ ☐ cone

Whole Numbers

5.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a car, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000
_____ ☐ to 10,000 _____ ☐ to 100,000

5.5. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting out towels for guests; leisure—counting the number of seconds to go in a basketball game; workplace—counting screws to assemble an object, checking how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000

5.6. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ by 2s _____ ☐ by 5s _____ ☐ by 10s _____ ☐ by 100s

5.7. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, filing charts according to numerical order). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ to 10 _____ ☐ to 100
_____ ☐ to 1000 _____ ☐ to 10,000

5.8. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing ages, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ to 10 _____ ☐ to 100
_____ ☐ to 1000 _____ ☐ to 10,000

5.9. Identify objects in a series by ordinal position to accomplish tasks (e.g., identifying the third game in a playoff, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ first, middle, last _____ ☐ to 5th
_____ ☐ to 10th _____ ☐ to 100
_____ ☐ other: ______________________________

5.10. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ halves _____ ☐ thirds _____ ☐ fourths
_____ ☐ other: ______________________________

Addition

5.11. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

5.12. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ single digit addition _____ ☐ multiple digit addition
Specify method: _____ ☐ uses a table or chart _____ ☐ uses counters or tallies
_____ ☐ uses a calculator _____ ☐ other: ____________________

Subtraction

5.13. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)

5.14. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ single digit subtraction _____ ☐ multiple digit subtraction
Specify method: _____ ☐ uses a table or chart _____ ☐ uses counters or tallies
_____ ☐ uses a calculator _____ ☐ other: ____________________

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Multiplication

5.15. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

5.16. Multiply numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ single digit multiplication _____ ☐ multiple digit multiplication
Specify method: _____ ☐ uses a table or chart _____ ☐ uses counters or tallies
_____ ☐ uses a calculator _____ ☐ other: ____________________

Division

5.17. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

5.18. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ single digit division _____ ☐ multiple digit division
Specify method: _____ ☐ uses a table or chart _____ ☐ uses counters or tallies
_____ ☐ uses a calculator _____ ☐ other: ____________________

Problem Solving

5.19. Use alternate methods to express mathematical problems to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ draw pictures or diagrams _____ ☐ uses concrete objects
_____ ☐ state in own words _____ ☐ uses models
_____ ☐ other: ____

5.20. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ single digit addition _____ ☐ multiple digit addition
Specify method: _____ ☐ uses a table or chart _____ ☐ uses counters or tallies
_____ ☐ uses a calculator _____ ☐ other: ____________________

5.21. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ single digit subtraction _____ ☐ multiple digit subtraction
Specify method: _____ ☐ uses a table or chart _____ ☐ uses counters or tallies
_____ ☐ uses a calculator _____ ☐ other: ____________________

5.22. Solve problems involving multiplication or division of whole numbers to accomplish tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining how many people can travel on 20 buses, determining the cost per ounce of a box of cereal). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ single digit operation _____ ☐ multiple digit operation
Specify method: _____ ☐ uses a table or chart _____ ☐ uses counters or tallies
_____ ☐ uses a calculator _____ ☐ other: ________________

6. Use basic measurement concepts involving length, weight, volume, time, temperature, and money to solve problems related to personal life.

CL.B.3.Su.1	identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Linear Measurement

6.1. Identify the meaning of units of linear measurement to accomplish functional tasks (e.g., measuring a person's height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ inches _____ ☐ feet
_____ ☐ yards _____ ☐ miles
_____ ☐ other: ________________________

6.2. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., using a ruler to measure a short line, using a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ ruler _____ ☐ tape measure
_____ ☐ yard stick _____ ☐ other: ________________

6.3. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a four-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 12 inches = 1 foot _____ ☐ 3 feet = 1 yard
_____ ☐ 36 inches = 1 yard _____ ☐ other: ________________

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Weight

6.4. Identify the meaning of units of weight to accomplish functional tasks (e.g., weighing an infant, ordering gravel for a driveway, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ ounce _____ ☐ pound
_____ ☐ ton _____ ☐ other: ______________________

6.5. Measure weight accurately using the appropriate tool to accomplish functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ bathroom scales _____ ☐ postal scales
_____ ☐ produce scales _____ ☐ other: ______________________

6.6. Identify equivalents for units of weight to accomplish functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 16 ounces = 1 pound _____ ☐ 2000 pounds = 1 ton
_____ ☐ other: ______________________

Volume/Capacity

6.7. Identify the meaning of units of volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to a car, purchasing a quantity of soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ cup _____ ☐ pint _____ ☐ quart
_____ ☐ gallon _____ ☐ liter _____ ☐ teaspoon
_____ ☐ tablespoon _____ ☐ other: ______________________

6.8. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ cup _____ ☐ pint _____ ☐ quart
_____ ☐ gallon _____ ☐ liter _____ ☐ teaspoon
_____ ☐ tablespoon _____ ☐ other: ______________________

6.9. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 3 teaspoons = 1 tablespoon _____ ☐ 4 cups = 1 quart
_____ ☐ 4 quarts = 1 gallon _____ ☐ other: ______________________

Time

6.10. Identify the meaning of commonly used concepts and units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ seconds, minutes, hours _____ ☐ days, weeks, months, years
_____ ☐ seasons of the year _____ ☐ now, later, future, past
_____ ☐ other: ______________________________

6.11. Identify equivalent units of time to accomplish functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 60 seconds = 1 minute _____ ☐ 60 minutes = 1 hour
_____ ☐ 24 hours = 1 day _____ ☐ 7 days = 1 week
_____ ☐ other: ______________________________

6.12. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting the alarm, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)

Specify type of clock: _____ ☐ analog _____ ☐ digital
Specify interval: _____ ☐ hour/half hour _____ ☐ minutes

6.13. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

Temperature

6.14. Identify commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ freezing point of water _____ ☐ normal body temperature
_____ ☐ comfortable room temperature _____ ☐ other: ________________

6.15. Measure temperature accurately using the appropriate tool to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ thermometer—weather, oral, cooking
_____ ☐ thermostat—furnace, car, tool motor
_____ ☐ other: ______________________________

Money

6.16. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $10.00
_____ ☐ to $20.00 _____ ☐ to $100.00 _____ ☐ other: ____________

6.17. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a $2.00 item, paying at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $10.00
_____ ☐ to $20.00 _____ ☐ to $100.00 _____ ☐ other: _______________

6.18. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.2, CL.B.3.Su.2)

6.19. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting money from a customer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $10.00
_____ ☐ to $20.00 _____ ☐ to $100.00 _____ ☐ other: _______________

7. Demonstrate basic skills for maintaining personal health, including hygiene and grooming.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Dressing

7.1. Identify common personal care activities involved in dressing (e.g., recognizing types of clothing, fasteners, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ selecting clothing for weather, occasion, or activity
_____ ☐ putting on clothing, closing fasteners
_____ ☐ taking off clothing, opening fasteners
_____ ☐ other: ____________________________________

7.2. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit the occasion—dressy event, exercise, casual dinner; when clothes are soiled). (IF.A.1.In.2, IF.A.1.Su.2)

7.3. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ selecting clothing for weather, occasion, or activity
_____ ☐ putting on clothing, closing fasteners
_____ ☐ taking off clothing, opening fasteners
_____ ☐ other: ____________________________________

7.4. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

Grooming

7.5. Identify common personal care activities involved in grooming (e.g., recognizing types of equipment, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ hair—shampooing, drying, combing, styling, cutting
_____ ☐ nails—cutting, polishing, cleaning, filing
_____ ☐ cosmetics—applying, removing
_____ ☐ shaving—plugging in electric razor, applying shaving lotion
_____ ☐ other: ______________________________

7.6. Identify when personal care activities involving grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled; nails—file when uneven, clean when dirty, polish when desired; cosmetics—apply when dressing up). (IF.A.1.In.2, IF.A.1.Su.2)

7.7. Use specific knowledge and skills when completing grooming activities (e.g., parting hair evenly, using shampoo, not cutting nails too short, using deodorant every day). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ hair—shampooing, drying, combing, styling, cutting
_____ ☐ nails—cutting, polishing, cleaning, filing
_____ ☐ cosmetics—applying, removing
_____ ☐ shaving—plugging in electric razor, applying shaving lotion
_____ ☐ other: ______________________________

7.8. Use strategies to complete grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

Hygiene

7.9. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ washing and bathing—washing hands and face, showering
_____ ☐ dental care—brushing, flossing, using mouthwash
_____ ☐ using the toilet—cleaning self, flushing
_____ ☐ menstrual care—using protective products, disposing
_____ ☐ other: ______________________________

7.10. Identify when personal care activities involving hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—once a day, after exercising; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist's office every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

7.11. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make water the correct temperature for bathing or hand washing, knowing when hygiene is needed). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ washing and bathing _____ ☐ dental care
_____ ☐ using the toilet _____ ☐ menstrual care
_____ ☐ other: ______________________________

7.12. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

Eating and Nutrition

7.13. Identify persons, objects, tasks, and areas associated with common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting and using dishes, glasses, and utensils properly
_____ ☐ using table manners, including clean up
_____ ☐ other: ______________________________

7.14. Use specific knowledge and skills when completing personal care activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7.15. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, events, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting food that provides nutritional value according to the Food Guide Pyramid
_____ ☐ following a diet that provides complete nutrition
_____ ☐ other: ______________________________

7.16. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake for dieting, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

7.17. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., eating nutritious snacks or meals, limiting the amount of intake, knowing about serving sizes). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting food that provides nutritional value
_____ ☐ following a diet that provides complete nutrition
_____ ☐ other: ______________________________

7.18. Use strategies to complete activities related to nutrition effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of best and worst foods to eat; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

Diseases

7.19. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms or warning signs, seeking medical care). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ identifying common diseases and symptoms
_____ ☐ identifying sexually transmitted diseases, including HIV/AIDS
_____ ☐ identifying how diseases are transmitted and incubation periods
_____ ☐ identifying preventative measures and ways to avoid contact
_____ ☐ identifying possible treatments for communicable diseases
_____ ☐ knowing when and how to seek assistance
_____ ☐ other: ________________________________

7.20. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)

7.21. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ identifying common diseases and symptoms
_____ ☐ identifying sexually transmitted diseases, including HIV/AIDS
_____ ☐ identifying how diseases are transmitted and incubation periods
_____ ☐ identifying preventative measures and ways to avoid contact
_____ ☐ identifying possible treatments for communicable diseases
_____ ☐ knowing when and how to seek assistance
_____ ☐ other: ________________________________

7.22. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)

First Aid

7.23. Identify common health care activities involving first aid (e.g., recognizing wounds, applying treatments). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ stopping bleeding and applying bandages
_____ ☐ taking care of burns, poisons, and wounds
_____ ☐ getting help when needed
_____ ☐ calling 911, poison control
_____ ☐ other: ________________________________

7.24. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when someone is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

7.25. Use specific knowledge and skills when giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, contacting a responsible person for assistance). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ stopping bleeding and applying bandages
_____ ☐ taking care of burns, poisons, and wounds
_____ ☐ getting help when needed
_____ ☐ other: ______________________________

7.26. Use strategies to complete first aid activities effectively and efficiently (e.g., keep first aid supplies and book/guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

Wellness

7.27. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care; locating professionals, clinics, and events; developing a wellness plan). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ routine medical care—annual checkup
_____ ☐ personal daily medical needs—self-medication, seizure management
_____ ☐ regular exercise
_____ ☐ maintaining a nutritious diet using the Food Guide Pyramid
_____ ☐ participating in social activities
_____ ☐ stress management
_____ ☐ other: ______________________________

7.28. Identify when wellness activities are needed (e.g., for annual checkups from the doctor, for dental hygiene every six months, for exercise three times a week). (IF.A.1.In.2, IF.A.1.Su.2)

7.29. Use specific knowledge and skills when completing wellness activities (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ routine medical care—annual checkup
_____ ☐ personal daily medical needs—self-medication, seizure management
_____ ☐ regular exercise
_____ ☐ maintaining a nutritious diet using the Food Guide Pyramid
_____ ☐ participating in social activities
_____ ☐ stress management
_____ ☐ other: ______________________________

7.30. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor or dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Preventing Tobacco, Alcohol, and Other Drug Abuse

7.31. Identify persons, objects, tasks, and areas associated with common health care issues involved in prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ identifying the appropriate use of prescription and nonprescription drugs
_____ ☐ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ ☐ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
_____ ☐ identifying legal control of tobacco, alcohol, and other drug abuse
_____ ☐ identifying the role of peer pressure
_____ ☐ other: ________________________________

7.32. Identify when health care activities are needed for prevention or treatment of tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7.33. Use specific knowledge and skills related to preventing tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7.34. Use strategies related to prevention and treatment of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations and warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Motor Control

7.35. Identify personal needs that involve motor control (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ strength, stamina, endurance, and muscular flexibility
_____ ☐ postural alignment for sitting, standing, lifting, and movement
_____ ☐ proximity to objects
_____ ☐ other: ________________________________

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7.36. Identify when activities are needed to assist with motor control (e.g., when weight training or physical therapy is needed to build muscles to complete daily tasks, when cardiovascular exercise is needed to increase stamina or endurance, when assistive devices are needed for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

7.37. Use specific knowledge and skills when completing activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ strength, stamina, endurance, and muscular flexibility
_____ ☐ postural alignment for sitting, standing, lifting, and movement
_____ ☐ proximity to objects
_____ ☐ other: ______________________________

7.38. Use strategies related to motor control to complete activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

Disability Awareness

7.39. Identify common personal care activities involved in disability awareness (e.g., recognizing types of assistance, professionals, locations, events, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ appropriate use of equipment, assistive, or adaptive devices
_____ ☐ recognizing the need for repair or maintenance of any prosthesis
_____ ☐ management of daily medical needs
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ______________________________

7.40. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment, or assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ appropriate use of equipment, assistive or adaptive devices
_____ ☐ recognizing the need for repair or maintenance of any prosthesis
_____ ☐ management of daily medical needs
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ______________________________

7.41. Use strategies related to disability awareness to complete personal care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities how they take care of personal health needs, keep a list of agencies to call for assistance or to answer questions, use a hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise Programs

7.42. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate activities for fitness
_____ ☐ performing specific exercises
_____ ☐ maintaining participation in exercise programs
_____ ☐ being aware of potential problems resulting from exercise programs
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ____________________________________

7.43. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

7.44. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level—swimming, running; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate activities for fitness
_____ ☐ performing specific exercises
_____ ☐ maintaining participation in exercise programs
_____ ☐ being aware of potential problems resulting from exercise programs
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ____________________________________

7.45. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

8. Demonstrate knowledge and skills needed for completing productive activities in the home or community (e.g., care of personal items, care of home, working in community service organizations).

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

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Preparing, Serving, and Storing Food

8.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, activities, or tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning what to eat—according to the Food Guide Pyramid
_____ ☐ serving already prepared food
_____ ☐ preparing simple cold foods—salads, sandwiches
_____ ☐ preparing simple hot foods—soups, hot beverages
_____ ☐ preparing more complicated foods—cookies, stews, roasts
_____ ☐ using small appliances in preparing food—blender, mixer, toaster
_____ ☐ using large appliances in preparing food—stove, oven, refrigerator
_____ ☐ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ☐ setting table and serving food
_____ ☐ cleaning up table, dishes, and kitchen
_____ ☐ storing food—opened food packages, leftovers
_____ ☐ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ☐ using adaptive devices in preparing food
_____ ☐ other: ______________________________

8.2. Identify when specific productive activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing coffee and snacks for a group of friends; disposing of food left after a meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

8.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning what to eat—according to the Food Guide Pyramid
_____ ☐ serving already prepared food
_____ ☐ preparing simple cold foods—salads, sandwiches
_____ ☐ preparing simple hot foods—soups, hot beverages
_____ ☐ preparing more complicated foods—cookies, stews, roasts
_____ ☐ using small appliances in preparing food—blender, mixer, toaster
_____ ☐ using large appliances in preparing food—stove, oven, refrigerator
_____ ☐ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ☐ setting table and serving food
_____ ☐ cleaning up table, dishes, and kitchen
_____ ☐ storing food—opened food packages, leftovers
_____ ☐ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ☐ using adaptive devices in preparing food
_____ ☐ other: ______________________________

8.4. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Selecting and Caring for Clothing

8.5. Identify common productive activities in the home involved in selecting and caring for clothing (e.g., recognizing types of clothing, equipment, supplies, locations, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning what to wear based on occasion, weather, or activity
_____ ☐ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ ☐ using a washing machine and clothes dryer
_____ ☐ determining which clothes require dry cleaning
_____ ☐ mending clothes
_____ ☐ organizing and storing clothing in closets or drawers
_____ ☐ recognizing when clothing should no longer be worn
_____ ☐ other: ________________________________

8.6. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes can be put in the dryer; removing and folding clothes from the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

8.7. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate setting for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that are unwearable; organizing clothing—placing all shorts in one drawer). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning what to wear based on occasion, weather, or activity
_____ ☐ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ ☐ using a washing machine and clothes dryer
_____ ☐ determining which clothes require dry cleaning
_____ ☐ mending clothes
_____ ☐ organizing and storing clothing in closets or drawers
_____ ☐ recognizing when clothing should no longer be worn
_____ ☐ other: ________________________________

8.8. Use strategies related to selecting and caring for clothing to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal or weather use, make a chart of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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Selecting and Caring for Furniture, Appliances, and Other Personal Goods

8.9. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods (e.g., recognizing types of furniture, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting needed furniture, appliances, and personal goods
_____ ☐ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ ☐ observing warning precautions on appliances and furniture
_____ ☐ storing all manuals and warranties
_____ ☐ caring for furniture, appliances, and personal goods
_____ ☐ replacing furniture, appliances, and personal goods when needed
_____ ☐ other: _______________________________

8.10. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying sources for purchasing furnishings and appliances; comparing prices before purchasing or leasing furniture or appliances; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

8.11. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting needed furniture, appliances, and personal goods
_____ ☐ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ ☐ observing warning precautions on appliances and furniture
_____ ☐ storing all manuals and warranties
_____ ☐ caring for furniture, appliances, and personal goods
_____ ☐ replacing furniture, appliances, and personal goods when needed
_____ ☐ other: _______________________________

8.12. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin; keep a list of items to purchase; check the need for cleaning after each use—clean dryer lint trap after drying clothes, wipe off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

Cleaning and Maintaining Interior Areas of Household

8.13. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas (e.g., recognizing areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying areas and objects that need to be cleaned or maintained
_____ ☐ selecting appropriate products, tools and equipment for housekeeping
_____ ☐ using products, tools, and equipment for household cleaning
_____ ☐ scheduling tasks that are done daily, weekly, monthly
_____ ☐ recycling bottles, cans, and paper
_____ ☐ using products, tools, and equipment for home maintenance tasks
_____ ☐ securing the home by locking doors and windows
_____ ☐ maintaining a comfortable temperature in house
_____ ☐ getting assistance if needed for tasks
_____ ☐ other: ______________________________

8.14. Identify when specific activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to clean; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

8.15. Use specific knowledge and skills when completing activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing floors or walls, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying areas and objects that need to be cleaned or maintained
_____ ☐ selecting appropriate products, tools, and equipment for housekeeping
_____ ☐ using products, tools, and equipment for household cleaning
_____ ☐ scheduling tasks that are done daily, weekly, monthly
_____ ☐ recycling bottles, cans, and paper
_____ ☐ using products, tools, and equipment for home maintenance tasks
_____ ☐ securing the home by locking doors and windows
_____ ☐ maintaining a comfortable temperature in house
_____ ☐ getting assistance if needed for tasks
_____ ☐ other: ______________________________

8.16. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

Maintaining Exterior Areas

8.17. Identify common productive activities in the home involved in maintenance of exterior areas (e.g., recognizing types of areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying exterior areas and objects that need to be cleaned
_____ ☐ using products, tools, and supplies to perform yard care skills
_____ ☐ mowing lawns, weeding, raking leaves and pine needles
_____ ☐ scheduling tasks that are done daily, weekly, monthly
_____ ☐ keeping sidewalk or driveway clean
_____ ☐ maintaining exterior, including outdoor light fixtures
_____ ☐ other: ______________________________

8.18. Identify when specific activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

8.19. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying exterior areas and objects that need to be cleaned
_____ ☐ using products, tools, and supplies to perform yard care skills
_____ ☐ mowing lawns, weeding, raking leaves and pine needles
_____ ☐ scheduling tasks that are done daily, weekly, monthly
_____ ☐ keeping sidewalk or driveway clean
_____ ☐ maintaining exterior, including outdoor light fixtures
_____ ☐ other: ______________________________

8.20. Use strategies related to maintenance of exterior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone about regularly scheduled maintenance completed by owners such as painting or lawn care; associate activities with seasons or times of year: spring—cleaning, summer—grass cutting, fall—leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

Managing Money and Personal Finances

8.21. Identify common productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ preparing a budget
_____ ☐ managing and protecting personal cash
_____ ☐ using comparative shopping to make wise purchases
_____ ☐ other: ______________________________

8.22. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

8.23. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ preparing a budget
_____ ☐ managing and protecting personal cash
_____ ☐ using comparative shopping to make wise purchases
_____ ☐ other: ________________________________

8.24. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

8.25. Identify common productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ becoming familiar with community leaders and organizations
_____ ☐ participating in local service organizations
_____ ☐ participating in service activities of religious organizations
_____ ☐ other: ________________________________

8.26. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

8.27. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ becoming familiar with community leaders and organizations
_____ ☐ participating in local service organizations
_____ ☐ participating in service activities of religious organizations
_____ ☐ other: ________________________________

8.28. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper or community bulletin board or local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

Participating in Community Gatherings

8.29. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

8.30. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)

8.31. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

8.32. Use strategies to plan activities involving informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at records of past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

9. Demonstrate basic skills for accessing and using resources in the community (e.g., traveling, using the telephone and mail service, shopping, using the library).

IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

General Travel Information

9.1. Identify various means of transportation for people with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

9.2. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

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Mobility Within the Home, Community Buildings, and Schools

9.3. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

9.4. Identify and find specific locations at home when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

9.5. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men's clothing, women's clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)

9.6. Identify and find specific locations in restaurants when completing functional tasks (e.g., non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

9.7. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

9.8. Locate a specific room, apartment, or office within a building in the community (e.g., use directional signs, numbers, or letters on doors; use directories). (IF.A.2.In.2, IF.A.2.Su.2)

9.9. Enter and exit buildings through appropriate doorways (e.g., attend to "Enter" and "Exit" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling within the Community

9.10. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car). (IF.A.2.In.2, IF.A.2.Su.2)

9.11. Use available modes of transportation to reach distant locations in the community (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

9.12. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic when walking, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

9.13. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)

9.14. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services (e.g., knowing how to contact the service, making a reservation, paying the fare). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
_____ ☐ public buses
_____ ☐ special services for disabled
_____ ☐ private taxis and limos
_____ ☐ other: _______________

Using Community Resources for Personal Needs

9.15. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
_____ ☐ hair care
_____ ☐ other: ____________________________________
_____ ☐ laundromat
_____ ☐ dry cleaner

9.16. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
_____ ☐ library
_____ ☐ public safety
_____ ☐ parks and recreation facilities
_____ ☐ other: ____________________

9.17. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
_____ ☐ department stores
_____ ☐ grocery stores
_____ ☐ flea markets
_____ ☐ other: ____________________________________
_____ ☐ convenience stores
_____ ☐ hardware stores
_____ ☐ second hand stores
_____ ☐ drug stores
_____ ☐ specialty stores
_____ ☐ garage sales

9.18. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
_____ ☐ restaurants
_____ ☐ refreshment stands
_____ ☐ cafeterias
_____ ☐ vending machines
_____ ☐ fast food chains
_____ ☐ other: ____________

9.19. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
_____ ☐ movies
_____ ☐ skating rinks
_____ ☐ museums—science, art, historical
_____ ☐ other: ____________________________________
_____ ☐ arenas
_____ ☐ video arcades

9.20. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
_____ ☐ banks
_____ ☐ credit unions
_____ ☐ savings and loans

9.21. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ clinics _____ ☐ hospitals
_____ ☐ doctor's offices _____ ☐ health departments
_____ ☐ mental health and guidance clinics
_____ ☐ other: ______________________________

Mail and Telephone Services

9.22. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ mail—US Post Office
_____ ☐ telephone—local provider, long distance carrier, cellular phone company, e-mail provider
_____ ☐ other: ______________________________

9.23. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ writing a card or letter and addressing an envelope
_____ ☐ determining and obtaining correct postage
_____ ☐ locating and using mail boxes and pickup and delivery services
_____ ☐ registering a change of address
_____ ☐ other: ______________________________

9.24. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ function and use of telephone parts
_____ ☐ function of various signals and tones
_____ ☐ correct way to dial local numbers
_____ ☐ how to get assistance with telephone services
_____ ☐ using emergency numbers such as 911
_____ ☐ using basic information numbers such as 411
_____ ☐ using pay telephones
_____ ☐ other: ______________________________

9.25. Use specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ what to say when answering the phone, "Hello. This is …"
_____ ☐ what to say when making a call, "Hello. Is … there?"
_____ ☐ what to say when ending a call, "Bye. Talk to you later."
_____ ☐ how to leave a message
_____ ☐ how to take a message
_____ ☐ how to carry on a conversation on the phone
_____ ☐ other: ______________________________

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10. Demonstrate awareness of leisure and recreational activities.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

General Information

10.1. Identify the benefits of leisure and recreational activities (e.g., meet new people, relieves stress, keeps mind off worries, learn new things, keeps you active, occupies unstructured time). (IF.A.1.Ia.1, IF.A.1.Su.1)

10.2. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space to play, know the rules of the game). (IF.A.1.In.1, IF.A.1.Su.1)

Playing Games

10.3. Identify common leisure activities that involve playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ indoor card and board games—bingo, checkers, rummy
_____ ☐ outdoor team or pairs sports—softball, Frisbee, horseshoes, tennis
_____ ☐ other: ______________________________

10.4. Identify appropriate times and occasions for playing games with others (e.g., physical education class, recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

10.5. Use specific knowledge and skills when completing leisure activities involving playing games with others (e.g., taking turns, following the rules, totaling points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ indoor card and board games—bingo, checkers, rummy
_____ ☐ outdoor team or pairs sports—softball, Frisbee, horseshoes, tennis
_____ ☐ other: ______________________________

10.6. Use strategies to play games with others effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place, identify certain games and activities with certain times of the year—during Christmas holidays the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)

Attending Cultural and Sports Events

10.7. Identify common leisure activities involving attending cultural and sports events. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ musical performances—concerts, dance performances
_____ ☐ theatre and plays
_____ ☐ sports events
_____ ☐ celebrations—holidays, parades, festivals, exhibits
_____ ☐ other: ______________________________

10.8. Identify appropriate times and occasions for attending cultural and sports events (e.g., on holidays, when a performer is on tour, during the right season, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

10.9. Use specific knowledge and skills when attending sports or cultural events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ musical performances—concerts, dances
_____ ☐ theatre and plays
_____ ☐ sports events
_____ ☐ celebrations—holidays, parades, festivals, exhibits
_____ ☐ other: ______________________________

10.10. Use strategies to plan leisure activities involving cultural and sports events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)

Engaging in Hobbies

10.11. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ arts and crafts
_____ ☐ collections
_____ ☐ watching movies, reading, playing video games, listening to music
_____ ☐ other: ______________________________

10.12. Identify appropriate times for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

10.13. Use specific knowledge and skills when engaging in hobbies (e.g., making a craft item; knowing where to obtain books to read; knowing how to operate a TV, VCR, or a radio/CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ arts and crafts
_____ ☐ collections
_____ ☐ watching movies, reading, playing video games, listening to music
_____ ☐ other: ______________________________

10.14. Use strategies related to hobbies to complete leisure activities effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups, get on mailing list of hobby or crafts stores that carry items of interest, watch the community calendar on local TV station, watch for flyers from community recreation centers, write dates of upcoming events on personal calendar, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Caring for Pets

10.15. Identify common pet care activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ selecting the pet
_____ ☐ caring for the pet—taking for walks, feeding, training, grooming
_____ ☐ other: ______________________________

10.16. Identify the appropriate time for activities involving pet care (e.g., taking your pet to the veterinarian when your pet is sick, feeding your pet twice a day, take your pet for a walk every day, play with your pet during any free time). (IF.A.1.In.1, IF.A.1.Su.1)

10.17. Use specific knowledge and skills when completing activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ selecting the pet
_____ ☐ caring for the pet—taking for walks, feeding, training, grooming
_____ ☐ other: ______________________________

10.18. Use strategies to complete pet care activities effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dispenser to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

10.19. Identify common leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ selecting the plant or type of garden
_____ ☐ caring for the plants—fertilizing, watering, weeding, harvesting
_____ ☐ other: ______________________________

10.20. Identify the appropriate time for leisure activities involving gardening (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

10.21. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ selecting the plant or type of garden
_____ ☐ caring for the plants—fertilizing, watering, weeding, harvesting
_____ ☐ other: ______________________________

10.22. Use strategies to complete gardening activities effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year—plant annuals after Easter, note what neighbors are doing, buy pre-measured fertilizers or plant foods, ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)

Participating in Outdoor Activities

10.23. Identify common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ active sports—camping, hiking
_____ ☐ water sports---swimming, diving, sailing
_____ ☐ other: ______________________________

10.24. Identify appropriate times for leisure activities in the outdoors (e.g., when the correct equipment is available, during a season favorable to being outdoors). (IF.A.1.In.1, IF.A.1.Su.1)

10.25. Use specific knowledge and skills when completing outdoor leisure activities (e.g., hiking and climbing—safety skills, walking and climbing; camping—how to pitch a tent, how to cook outdoors; fishing—baiting a hook, using appropriate lures, practicing boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ active sports—camping, hiking
_____ ☐ water sports—swimming, diving, sailing
_____ ☐ other: ______________________________

10.26. Use strategies to complete outdoor leisure activities effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place, talk to others involved in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

11. Use acceptable social skills in a variety of situations.

IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________________

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General Social Skills

11.1. Discriminate between those behaviors that are socially unacceptable in public yet are acceptable in private (e.g., adjusting undergarments, shouting to relieve stress). (IF.B.2.In.1, IF.B.2.Su.1)

11.2. Identify appropriate behaviors for specific situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Functioning Independently

11.3. Identify examples of self-initiation behaviors (e.g., start or begin tasks on own, attend to tasks appropriately, ask for additional tasks upon completion of assigned task). (IF.B.2.In.1, IF.B.2.Su.1)

11.4. Demonstrate initiative in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.5. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement (e.g., organize, monitor, and carry out tasks and duties; prioritize tasks in order of importance; complete tasks on time; follow through with instructions; work with sufficient speed; work efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

11.6. Demonstrate self-management in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.7. Identify examples of self-controlling behaviors (e.g., recognize events that trigger unacceptable behaviors, count to ten, keep negative comments to self, manage unstructured time by looking at magazines). (IF.B.2.In.1, IF.B.2.Su.1)

11.8. Demonstrate self-control in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.9. Identify examples of self-advocating behaviors (e.g., indicate preferred and unpreferred activities, be decisive, speak up for one's self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)

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11.10. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.11. Identify examples of self-esteem behaviors (e.g., display self-respect, make positive comments, reflect a positive attitude in demeanor, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

11.12. Demonstrate self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

Showing Consideration for Others

11.13. Identify examples of behaviors that are considerate of others (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.2, IF.B.2.Su.2)

11.14. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.15. Identify examples of behaviors that are cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)

11.16. Demonstrate cooperative behavior in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.17. Identify examples of behaviors that are assertive (e.g., look at person when talking, repeat requests if not fulfilled, let others know what is needed). (IF.B.2.In.1, IF.B.2.Su.1)

11.18. Demonstrate assertiveness in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.19. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hand over mouth). (IF.B.2.In.1, IF.B.2.Su.1)

11.20. Use appropriate responses to humor in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.21. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter-accusations). (IF.B.2.In.1, IF.B.2.Su.1)

11.22. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)

11.23. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

Complying with Laws and Rules

11.24. Identify the purpose of various types of laws and rules (e.g., Federal, state, and local laws and regulations; codes of conduct; classroom rules; policies). (IF.B.2.In.1, IF.B.2.Su.1)

11.25. Demonstrate compliance with laws and rules in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

Responding to Unexpected Events or Potentially Harmful Situations

11.26. Identify examples of self-controlling behaviors in response to unexpected events or potentially harmful situations (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.3, IF.B.2.Su.3)

11.27. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ home—personal care, chores, meals
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

11.28. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)

11.29. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)

11.30. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, if caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)

11.31. Identify unsafe factors or potentially dangerous situations in a school (e.g., overcrowded halls, slippery floors, broken desks, wet stairwells, students fighting, students running in the halls). (IF.B.2.In.3, IF.B.2.Su.3)

11.32. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, undesirable neighborhood, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

11.33. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

11.34. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

11.35. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

11.36. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are all right when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

11.37. Identify appropriate coping skills in relation to death, dying, and suicide (e.g., allow time to mourn loss, do not deny loss, talk to someone you trust). (IF.B.2.In.3, IF.B.2.Su.3)

Seeking Assistance

11.38. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

11.39. Ask for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

11.40. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

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Following Safety Procedures

11.41. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

11.42. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run while carrying sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

11.43. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch on fire, surrounding materials may catch on fire, existing fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)

11.44. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

11.45. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)

11.46. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

11.47. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; snow storms—do not drive, stay warm, check heat supply; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

11.48. Behave in ways that comply with safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)

Working in Groups

11.49. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

11.50. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

11.51. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

11.52. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

Participating in Organizations

11.53. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

11.54. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2)

11.55. Identify behaviors of individuals that may conflict with expectations of the club or organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)

11.56. Follow steps to join an organized club or activity of choice (e.g., determine interests, conduct research, obtain information, visit club meetings, meet club members, talk to club members, join club). (SE.A.1.In.3, SE.A.1.Su.2)

11.57. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., pay dues, attend meetings, vote for officers, get along with other members, participate in activities). (SE.A.1.In.3, SE.A.1.Su.2)

Interpersonal Communication

11.58. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

11.59. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

11.60. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

11.61. Identify communications and behaviors that compliment others (e.g., saying "Good job," "Well done," "I am impressed with your work," "I admire your ability"; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

11.62. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

11.63. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been seated, letting others go first when waiting in line, not sitting down until all others have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)

11.64. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

11.65. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

12. Use systematic approaches to solve problems encountered in school, home, and the community.

CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

12.1. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, choose a technique, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

12.2. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

12.3. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

12.4. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness). (CL.B.4.In.1, CL.B.4.Su.1)

12.5. Identify alternative courses of action for solving a particular problem at school (e.g., didn't turn in homework—turn in late, talk to teacher, do extra credit work). (CL.B.4.In.1, CL.B.4.Su.1)

12.6. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

12.7. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2, CL.B.4.Su.2)

12.8. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

12.9. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)

12.10. Complete identified tasks to solve problems in personal life (e.g., clean up bedroom, help with yardwork, limit personal phone calls). (CL.B.4.In.2, CL.B.4.Su.2)

12.11. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)

12.12. Determine impact of decisions and activities related to solving the problem (e.g., determine if the solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

13. Plan and carry out activities that reflect personal choices in the school, home, or community.

IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________________

13.1. Identify personal situations that call for a plan (e.g., rearranging your bedroom, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

13.2. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ individuals—family members, supervisors, teachers
_____ ☐ agencies—government agencies, religious organizations, schools
_____ ☐ other: ______________________________

13.3. Identify consequences of decisions before acting (e.g., starting to smoke— can cause cancer, lung disease, or heart disease and affects the health of others; giving gift to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

13.4. Set personal goals weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ short-term goals
_____ ☐ long-term goals
_____ ☐ other: ______________________________

13.5. Make a plan to achieve personal goals (e.g., identify steps, record the steps, have someone review steps if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

13.6. Commit to do the tasks when carrying out plans related to personal goals (e.g., start the project at decided time, follow plans accordingly, follow plans until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

13.7. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

13.8. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

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Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - General
Course Number:	7855040
Course Title:	Advanced Academics: 6-8

A. **Major Concepts/Content.** The purpose of this course is to enable exceptional students to acquire and apply the skills and abilities needed to enhance personal and academic achievement through experiences that provide enrichment, in-depth learning, and/or accelerated study of academic curriculum requirements.

The content should include, but not be limited to, the following:

- academic content for language arts, mathematics, science, social studies, or career education
- use of creativity, problem solving, and higher-order thinking skills
- communication
- leadership and interpersonal skills
- self-evaluation and self-awareness
- planning and goal setting
- research skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, tools, and equipment; terminology; and methodologies essential to learning in the academic content of this course.

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C. Course Requirements.

After successfully completing this course, the student will:

1. Exhibit creativity, problem solving, and higher-order thinking skills in completing projects and tasks.

Creativity

1.1. Demonstrate understanding of characteristics of the processes and results of creative thinking (e.g., fluency, flexibility, originality, elaboration).

1.2. Identify situations when creative thinking processes are effective and beneficial and situations when creative thinking processes are not helpful.

1.3. Use creative thinking processes effectively in initiating, carrying out, and completing tasks and projects.

Higher-order Thinking

1.4. Demonstrate understanding of characteristics of the processes and results of higher-order thinking.

Specify: _____ ☐ analysis—whole to part
_____ ☐ synthesis—part to whole
_____ ☐ evaluation—making judgments
_____ ☐ identifying patterns and trends
_____ ☐ identifying relationships—causes and correlations
_____ ☐ systems thinking
_____ ☐ modeling
_____ ☐ other: ____________________

1.5. Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.

1.6. Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

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Problem Solving

1.7. Demonstrate understanding of characteristics of problem-solving strategies.

Specify: _____ ☐ brainstorming—identifying all solutions that come to mind
_____ ☐ identifying steps—when a complicated process is involved
_____ ☐ estimating—when numbers are involved
_____ ☐ analyzing probability—when making predictions
_____ ☐ matching consequences to actions—for cause and effect
_____ ☐ troubleshooting—finding problems within a process
_____ ☐ creative thinking—when multiple solutions are acceptable
_____ ☐ modeling—basing actions on those of a good example
_____ ☐ other: ____

1.8. Apply a general model for solving problems when completing tasks and projects (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).

1.9. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.

1.10. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).

1.11. Differentiate between problems individuals can solve by themselves and those that require assistance from others.

Specify: _____ ☐ determine the scope of the problem
_____ ☐ determine the severity of the problem
_____ ☐ evaluate how to accomplish a solution
_____ ☐ determine if the individual has the necessary knowledge, skills, and tools
_____ ☐ seek assistance if necessary

1.12. Select and use effective problem-solving strategies based on requirements of the situation.

Identifying Solutions

1.13. Describe the similarities and differences between a targeted problem and other familiar problems to identify possible effective solutions.

1.14. Identify available resources to solve a problem when completing tasks and projects (e.g., time, space, money, personnel, information).

1.15. Establish criteria for evaluating possible solutions to a problem to determine the likelihood of improving the situation when completing tasks and projects.

1.16. Evaluate the possible solutions, using identified evaluation criteria, to determine the preferred course of action when completing tasks and projects.

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Implementing a Solution

1.17. Choose to implement a preferred solution to a problem when completing tasks and projects.

1.18. Establish and follow a procedure to monitor progress in solving a problem and make adjustments as circumstances require.

1.19. Reflect on the problem-solving process when completing tasks and projects to analyze what worked, why it worked, what could be improved, and how the problem-solving process could be improved.

2. Convey information, concepts, and ideas using appropriate and/or advanced language, graphic representations, styles, organizations, and format.

2.1. Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, jargon, idioms, slang).

2.2. Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).

2.3. Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).

2.4. Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).

2.5. Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.

Specify:
_____ ☐ chronological
_____ ☐ hierarchical
_____ ☐ importance (most to least, least to most)
_____ ☐ other ______________________________
_____ ☐ categorical
_____ ☐ cause-effect

2.6. Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).

2.7. Use electronic tools to prepare written text and visuals (e.g., word processor, presentation software, desktop publishing software, printer).

3. Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.

3.1. Create a plan to improve own cognitive and affective abilities in targeted academic subject areas that emphasizes in-depth learning of concepts and theories, and applies to real-world issues and interdisciplinary connections.

3.2. Measure own cognitive and affective abilities in targeted academic subject areas to provide a baseline.

Specify: _____ ☐ identify indicators of growth
_____ ☐ use self-assessment tool to gather information
_____ ☐ compile results

3.3. Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to evaluate own cognitive and affective growth in targeted academic subject areas.

3.4. Analyze discrepancies among results of various types of assessments and the results of self-assessment to evaluate own cognitive and affective growth in targeted academic subject areas.

3.5. Carry out plan to improve own cognitive and affective abilities in targeted academic subject areas.

3.6. Analyze results of subsequent self-evaluations and other types of assessments to evaluate growth of own cognitive and affective abilities in targeted academic subject areas.

3.7 Use appropriate technology to plan, monitor, and evaluate own plan for growth of cognitive and affective abilities.

4. Use effective leadership skills in specific situations (e.g., class project, community service).

4.1. Demonstrate understanding of knowledge and skills required for effective and successful participation in leadership roles (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing a broad and deep knowledgebase, using effective speaking and listening skills, using self-control, exhibiting mutual respect, motivating and persuading members of the group, facilitating decision making).

4.2. Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.

4.3. Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.

4.4. Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.

4.5. Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.

4.6. Establish reasonable group goals related to completion of a project (e.g., set deadlines for each step in the process, assign roles to each member of the group, revise schedule as needed).

4.7. Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., establishing ground rules collaboratively, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).

4.8. Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication lines, managing conflict, providing resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).

4.9. Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).

4.10. Use conflict resolution skills when faced with a problem initiating, organizing, and carrying out tasks and projects (e.g., identifying the conflict, dealing with feelings, pinpointing the cause of conflict, choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, mediation).

4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out tasks and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable cause if initial action is ineffective).

4.12. Monitor and evaluate effectiveness of own use of leadership skills on group process, the accomplishments of group as a whole, and the accomplishments of individual members.

5. Demonstrate understanding of appropriate interpersonal skills for use in school, the home, and the community.

Understanding Relationships

5.1. Demonstrate understanding of the various roles and purposes of interpersonal relationships (e.g., getting information or assistance, sharing personal feelings, providing support in times of need, sharing leisure time activities).

5.2. Demonstrate understanding of differences among relationships within the family, school, and community.

5.3. Demonstrate understanding of the effects of peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, making a decision without thinking of the consequences when participating in a high-risk activity).

Interpersonal Skills

5.4. Demonstrate understanding of characteristics of communication which promote good relationships with others (e.g., choosing vocabulary, syntax, and style to suit audience; listening actively; using appropriate body language and nonverbal communications).

5.5. Demonstrate characteristics of communication which promote good relationships with others in various situations.
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.6. Demonstrate understanding of attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others).

5.7. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., keeping in contact, checking to see if things are okay, helping other person to complete a project, changing the nature of a relationship, ending a relationship, matching own needs with those of other person).
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.8. Display acceptance of a person with characteristics different from one's own (e.g., accepting him or her into a group, inviting person to join a group, being friendly and courteous, taking other's views into consideration, keeping an open mind about other, not criticizing the other person).
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.9. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are available to talk to, showing joy for happy person, helping a person in distress).
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.10. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative).

Working in Groups

5.11. Identify benefits of working in groups (e.g., diversity of talents, diversity of viewpoints, increased productivity).

5.12. Use appropriate interpersonal communication skills when working in groups (e.g., respecting others and their opinions, expressing opinions in an objective manner, checking for understanding, speaking when no one else is speaking, accepting criticism, providing feedback in a nonjudgmental manner).

5.13. Identify individual styles when working in a group (e.g., leader, self-motivated member, member who needs regular feedback, quiet member, expressive member, creative thinker, traditional thinker).

5.14. Use appropriate methods of giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions).

5.15. Use behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, maintaining eye contact as listener and responder, maintaining "open" body position).

5.16. Monitor effectiveness of own and group behaviors and efforts towards accomplishing common tasks, and adjust to changing circumstances.

6. Use self-evaluation to set personal, academic, and career goals by developing realistic and systematic plans for achievement, and make progress toward achieving these goals.

6.1. Use self-appraisal to identify own strengths that relate to personal, academic, and possible career goals (e.g., keep journal, complete questionnaires).

Specify: _____ ☐ self-concept and values clarification
_____ ☐ personality characteristics and personal style
_____ ☐ motivational patterns and personal preferences
_____ ☐ occupational interests
_____ ☐ personal and educational background
_____ ☐ volunteer history and experience
_____ ☐ key accomplishments and successes
_____ ☐ satisfying and dissatisfying experiences
_____ ☐ other: ________________________________

6.2. Identify alternative choices available to reach personal, academic, or possible career goals (e.g., careers in technology, the arts, science, business).

6.3. Identify the risks and benefits associated with each alternative.

6.4. Set goals that relate to personal, academic, and possible career goals that reflect one's strengths, interests, and desires.

6.5. Identify educational and experiential requirements for preferred career(s).

6.6. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, and possible career goals.

Specify: _____ ☐ identify goal or outcome
_____ ☐ identify needed information, resources, or training
_____ ☐ determine major tasks and time requirements
_____ ☐ schedule major tasks
_____ ☐ other: ______________________________

6.7. Monitor completion of tasks according to timelines in the plan to determine any needed changes.

6.8. Revise the plan as personal, academic, and possible career-related strengths, interests, and/or goals change.

6.9. Use appropriate technology to plan, monitor, and evaluate own personal, academic, or possible career plan.

7. Demonstrate research skills used in investigating selected topics or issues.

7.1. Demonstrate understanding of characteristics and uses of different types of research (e.g., experimental research, longitudinal research, program evaluation, qualitative research).

7.2. Demonstrate understanding of common purposes of research (e.g., in-depth investigation of issues, identification of patterns and trends, replication of previous experimental studies, evaluation of how well a theory or proposition predicts or explains an outcome, comparison of different theories or propositions).

7.3. Describe attributes or characteristics of a problem, issue, or topic that make it appropriate for research (e.g., complexity of issue, pressing need, availability of information, potential solutions).

7.4. Demonstrate understanding of methods used to obtain information and gather data in the research process.

Specify: _____ ☐ review of literature
_____ ☐ direct observations
_____ ☐ focus groups, interviews, and surveys
_____ ☐ modeling and simulations
_____ ☐ other: ______________________________

7.5. Demonstrate understanding of ethical practices in gathering data and using information for research.

Specify: _____ ☐ rights of subjects
_____ ☐ copyright laws
_____ ☐ citations and references
_____ ☐ issues of plagiarism and falsification of data
_____ ☐ other: ______________________________

7.6. Demonstrate knowledge and skills needed to access information from published and unpublished sources when investigating selected topics or issues for research.

Specify: _____ ☐ using primary and secondary resources, periodicals, media
_____ ☐ conducting searches, using the card catalogue
_____ ☐ notetaking and organizing information
_____ ☐ conducting interviews and making observations
_____ ☐ citing and documenting sources of information
_____ ☐ other: ______________________________

7.7. Demonstrate knowledge and skills needed to access electronic information databases on software or from the Internet when investigating selected topics or issues for research.

Specify: _____ ☐ using hardware, software, and network connectivity programs
_____ ☐ conducting searches, e.g., using the Boolean process
_____ ☐ downloading, copying, and printing information
_____ ☐ citing and documenting sources of information
_____ ☐ other: ______________________________

7.8. Use strategies to identify a range of subtopics, related factors, historical background, or other concerns to be addressed in the research process (e.g., generating questions to be answered, brainstorming, conducting a preliminary literature review).

7.9. Select and use an appropriate organizational framework to structure issues or subtopics and identify a research design.

7.10. Complete a review of literature using strategies to obtain relevant information from available sources (e.g., notetaking, paraphrasing, outlining, using direct quotations).

7.11. Create or select instruments or procedures to accurately gather data and make observations as appropriate to the research design (e.g., structured interviews, surveys, observation scales, direct measurement of variables, models and simulations).

7.12. Record and compile data accurately in accordance with research design.

7.13. Select and use appropriate methods and tools for data analysis (e.g., spreadsheets, calculators).

7.14. Analyze information gathered to identify patterns, relationships, or other relevant findings.

7.15. Evaluate results and draw conclusions based on findings of literature review and results obtained from data analysis.

7.16. Report results of literature review and data analysis using a format and organizational structure that is appropriate for the audience and purposes of the research (e.g., written report, oral presentation, media presentation).

7.17. Use appropriate technology to prepare a report of the results of the research (e.g., word processor, desktop publishing software, presentation software, camcorder, tape recorder).

7.18. Use the writing process including prewriting, drafting, peer review, revising, editing, and publishing to prepare a report of the results of the research.

7.19. Evaluate own presentation skills in communicating results of research using feedback from self, peers, authentic audiences, and teachers.

Specify: _____ ☐ written report—clarity, organization, formatting
_____ ☐ oral presentation—fluency, voice control, eye contact, clarity
_____ ☐ media presentation—impact of images, color, and layout
_____ ☐ other: ____

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - General
Course Number:	7855050
Course Title:	Developmental Skills: 6-8

A. **Major Concepts/Content.** The purpose of the course is to assist students with disabilities to function at their highest level and develop the skills and competencies needed to function as fully as possible within the home, school, and community setting.

The content should include, but not be limited to, the following:

- skills for transmitting and receiving information
- motor and sensory skills
- communication systems
- personal care
- daily activities
- leisure and recreation activities

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Respond to specific stimuli, consistent with own capabilities.**

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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1.1. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)

Specify:
_____ ☐ turn head
_____ ☐ move eyes
_____ ☐ change vocalization
_____ ☐ move toward stimuli
_____ ☐ change facial expression
_____ ☐ other: ______________________

Specify type of stimuli:
_____ ☐ voice
_____ ☐ smell
_____ ☐ light
_____ ☐ touch
_____ ☐ taste
_____ ☐ other: ______________________
_____ ☐ object/picture
_____ ☐ sound

1.2. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)

Specify:
_____ ☐ turn head
_____ ☐ move eyes
_____ ☐ change vocalization
_____ ☐ make gesture or sign
_____ ☐ move toward voice
_____ ☐ change facial expression
_____ ☐ vocalize response
_____ ☐ other: ______________________

1.3. Change body tone or produce body movement(s) consistently in response to specific stimuli. (CL.B.1.Pa.1)

Specify:
_____ ☐ turn head
_____ ☐ move eyes
_____ ☐ change vocalization
_____ ☐ move toward stimuli
_____ ☐ change facial expression
_____ ☐ other: ______________________________

Specify type of stimuli:
_____ ☐ voice
_____ ☐ smell
_____ ☐ light
_____ ☐ touch
_____ ☐ taste
_____ ☐ other: ______________________________
_____ ☐ object/picture
_____ ☐ sound

1.4. Respond consistently to own name by using one of more observable behaviors. (CL.B.1.Pa.1)

Specify:
_____ ☐ turn head
_____ ☐ move eyes
_____ ☐ change vocalization
_____ ☐ make gesture
_____ ☐ move toward voice
_____ ☐ change facial expression
_____ ☐ vocalize response
_____ ☐ other: ______________________________

1.5. Use a consistent response to stimuli that are part of a daily routine (e.g., participates in getting ready to leave when the bell rings). (CL.B.1.Pa.1)

Specify stimuli: ______________________________

Specify expected response: ______________________________

1.6. Consistently respond to stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

2. Use a system of communication to interact with others in various situations, consistent with own capabilities.

CL.B.2.Pa.1	participate in expressing information in daily routines—with assistance.
CO.A.1.Pa.1	participate in effective communication with others—with assistance.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial
____ assistive technology ☐ full ☐ partial

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Communication Systems

2.1. Use appropriate language to express desires and feelings in various situations. (CL.B.2.In.2., CL.B.2.Su.2)

Specify: _____ ☐ preferred activities _____ ☐ joy, pleasure
_____ ☐ personal needs _____ ☐ anger, upset, frustration
_____ ☐ personal interaction _____ ☐ unhappiness, distaste
_____ ☐ desired object
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

2.2. Convey desires and feelings to familiar persons (e.g., ask for drink of water when thirsty). (CL.B.2.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ______________________________

2.3. Request item from service person or community worker (e.g., fast food server, clerk in store). (IF.B.1.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ______________________________

2.4. Request help or assistance. (CL.B.2.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ______________________________

2.5. Request termination of activities. (CL.B.2.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ______________________________

2.6. Repeat or modify communication when needed (e.g., tries repeatedly to gain someone's attention, changes method of communication if necessary). (CO.A.1.In.1, CO.A.1.Su.1)

2.7. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ other: ____________

2.8. Use appropriate system of communication to interact with others. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home—parents, siblings, extended family members, visitors
_____ ☐ school—teachers, school staff, classmates
_____ ☐ community—workers, neighbors, strangers
_____ ☐ other: ______________________________

2.9. Initiate communication using personal augmentative/assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)

Specify location: _____ ☐ home _____ ☐ school _____ ☐ community

2.10. Respond to communication using personal augmentative/assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)

Specify location: _____ ☐ home _____ ☐ school _____ ☐ community

2.11. Use repair strategies when a communication breakdown occurs with an augmentative/assistive system (e.g., points to sign again, restates if output isn't clear, points to picture more slowly). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Specify location: _____ ☐ home _____ ☐ school _____ ☐ community

2.12. Accept assistance with and participate in the sequence of tasks or activities involved in the use of an augmentative/assistive communication mode. (CO.A.1.Pa.1)

2.13. Participate in the care and maintenance of the selected augmentative/assistive communication mode (e.g., helps to cover keyboard, looks at connections). (CO.A.1.Pa.1)

3. Demonstrate knowledge and skills needed to meet personal hygiene needs, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Personal Care and Hygiene

3.1. Complete personal care and hygiene activities effectively. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ wash in a sink _____ ☐ bathe or shower
_____ ☐ wash and dry hair _____ ☐ brush teeth
_____ ☐ use deodorant _____ ☐ use toilet
_____ ☐ menstrual care _____ ☐ other: ______________________

Specify setting: _____ ☐ school _____ ☐ home _____ ☐ community

3.2. Use fixtures, facilities, equipment, and supplies effectively and safely when completing personal care and hygiene activities (e.g., controls temperature of water, turns on shower, uses appropriate amounts of shampoo or toothpaste). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ faucets _____ ☐ bath tub or shower
_____ ☐ toilet _____ ☐ sink
_____ ☐ hair dryer _____ ☐ drain stopper
_____ ☐ tooth brush _____ ☐ tooth paste and mouthwash
_____ ☐ soap, shampoo _____ ☐ menstrual care products
_____ ☐ deodorant _____ ☐ other: ____________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

3.3. Initiate desired personal care or hygiene activity when needed. (IF.A.1.In.2, IF.A.1.Su.2)

Specify activity: ______________________________________

3.4. Request desired personal care or hygiene. (IF.B.1.Pa.1)

Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: __________

3.5. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at home. (IF.A.1.Pa.2)

Specify routine: _____ ☐ morning _____ ☐ after school _____ ☐ before bed

3.6. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at school. (IF.A.1.Pa.2)

Specify routine: _____ ☐ upon arrival _____ ☐ during activities _____ ☐ before departure

3.7. Accept assistance with and participate in the sequence of tasks or activities of personal care and hygiene routines in the community. (IF.A.1.Pa.2)

Specify routine: _____ ☐ regular activities _____ ☐ special events _____ ☐ in transit

3.8. Clean up after personal care or hygiene activities (e.g., throws away waste paper, wipes off the sink, flushes toilet, unplugs hair dryer). (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

3.9. Accept assistance with and participate in cleaning up after personal care or hygiene activities. (IF.A.1.Pa.2)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

3.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal care or hygiene activities or tasks. (IF.B.2.Pa.1)

4. Demonstrate knowledge and skills needed to dress and groom oneself for daily activities, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Dressing

4.1. Put on and take off own clothing or accessories. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ socks/shoes _____ ☐ shirt/blouse _____ ☐ pants/skirt
_____ ☐ outerwear _____ ☐ apron _____ ☐ belts, accessories
_____ ☐ hat or cap _____ ☐ gloves _____ ☐ protective items
_____ ☐ other: ______________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

4.2. Manipulate clothing fasteners effectively when putting on or taking off clothing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ Velcro _____ ☐ buttons _____ ☐ zippers
_____ ☐ snaps _____ ☐ ties _____ ☐ buckles
_____ ☐ other: ______________________________

4.3. Select desired clothing from choices appropriate to age, style, activity, weather, and occasion. (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Initiate or request desired dressing activity. (IF.A.1.Pa.2)
Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: ____________

4.5. Accept assistance with and participate in the sequence of tasks or activities of dressing routines at home. (IF.A.1.Pa.2)
Specify routine: _____ ☐ morning _____ ☐ after school _____ ☐ before bed

4.6. Accept assistance with and participate in the sequence of tasks or activities of dressing routines at school. (IF.A.1.Pa.2)
Specify routine: _____ ☐ upon arrival _____ ☐ activity change _____ ☐ before departure

4.7. Accept assistance with and participate in the sequence of tasks or activities of dressing routines in the community. (IF.A.1.Pa.2)
Specify routine: _____ ☐ regular activities _____ ☐ special events _____ ☐ in transit

4.8. Clean up after dressing activities (e.g., hangs up coat, hangs up clothes, folds clothes, puts dirty clothes in hamper). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

4.9. Accept assistance with and participate in cleaning up after dressing activities. (IF.A.1.Pa.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

4.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in dressing activities or tasks. (IF.B.2.Pa.1)

Grooming

4.11. Groom self effectively. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ brush and comb hair _____ ☐ keep clothes neat while wearing them
_____ ☐ shave _____ ☐ other: ______________________________

4.12. Initiate or request desired grooming activity. (IF.A.1.Pa.2)
Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: _______________

4.13. Accept assistance with and participate in the sequence of tasks or activities of grooming routines at home. (IF.A.1.Pa.2)
Specify routine: _____ ☐ morning _____ ☐ after school _____ ☐ before bed

4.14. Accept assistance with and participate in the sequence of tasks or activities of grooming routines at school. (IF.A.1.Pa.2)
Specify routine: _____ ☐ upon arrival _____ ☐ during activities _____ ☐ before departure

4.15. Accept assistance with and participate in the sequence of tasks or activities of grooming routines in the community. (IF.A.1.Pa.2)
Specify routine: _____ ☐ regular activities _____ ☐ special events _____ ☐ in transit

4.16. Clean up after grooming activities (e.g., puts away comb, cleans out sink after shaving). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

4.17. Accept assistance with and participate in cleaning up after grooming activities. (IF.A.1.Pa.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

4.18. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in grooming activities or tasks. (IF.B.2.Pa.1)

5. Demonstrate knowledge and skills needed to eat and drink independently, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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5.1. Follow typical patterns of table manners and routine activities when eating (e.g., passes food, serves food, asks to be excused). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

5.2. Use utensils and containers effectively when eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ glass _____ ☐ cup or mug _____ ☐ plate
_____ ☐ bowl _____ ☐ spoon _____ ☐ fork
_____ ☐ knife _____ ☐ other: ____________________________________

5.3. Pass, pour, and serve food effectively when requested. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ pass
_____ ☐ pour
_____ ☐ serve

5.4. Open prepared packaged foods for eating. (IF.A.1.In.2, IF.A.1.Su.2)

5.5. Select desired food or drink from choices appropriate to meal, diet, and activity. (IF.A.1.In.2, IF.A.1.Su.2)

5.6. Select and order desired food or drink from choices appropriate to meal, diet, and activity when in a fast food restaurant, cafeteria, or full service restaurant. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ fast food restaurant _____ ☐ cafeteria _____ ☐ full service restaurant

5.7. Request desired food, drink, container, or utensil. (IF.A.1.Pa.2)
Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: _______________

5.8. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines at home. (IF.A.1.Pa.2)
Specify routine: _____ ☐ breakfast _____ ☐ lunch _____ ☐ dinner _____ ☐ snacks

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5.9. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines away from home. (IF.A.1.Pa.2)
Specify setting: _____ ☐ school _____ ☐ community

5.10. Clean up after eating activities (e.g., throws away waste, takes dishes to the sink, puts away unused food). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

5.11. Accept assistance with and participate in cleaning up after eating activities. (IF.A.1.Pa.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

5.12. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in eating activities or tasks. (IF.B.2.Pa)

6. Use fine and gross motor skills, consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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6.1. Reach and grasp objects purposefully.
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.2. Hold and carry objects purposefully.
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.3. Release objects purposefully.
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.4. Assist with transfer of self from one location to another. (IF.A.2.Pa.2)
Specify type: _____ ☐ to toilet _____ ☐ to desk _____ ☐ to table _____ ☐ to bed
_____ ☐ other: ________________________________

6.5. Move about familiar indoor environments purposefully with assistance. (IF.A.2.Pa.2)
Specify method: _____ ☐ walk _____ ☐ scoot _____ ☐ wheelchair
_____ ☐ other: ______________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.6. Accept physical assistance during daily activities (e.g., allows hand-over-hand assist during eating).
Specify activity: ____
Specify type of physical assistance: ______________________________

6.7. Accept the use of adaptive equipment or assistive devices to assist in daily activities (e.g., uses wheelchair for mobility).
Specify activity: ____________________
Specify type of equipment or device: ____________________

6.8. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities.
Specify activity: ____________________
Specify type of equipment or device: ____________________

6.9. Use adaptive equipment or assistive devices with physical or verbal prompting to participate in daily activities.
Specify activity: ____________________
Specify type of equipment or device: ____________________

6.10. Use adaptive equipment or assistive devices independently to participate in daily activities.
Specify activity: ____________________
Specify type of equipment or device: ____________________

7. Demonstrate appropriate cognitive skills, consistent with own capabilities.

CL.B.3.Pa.1	participate in activities involving the use of mathematical concepts in daily routines—with assistance.
CL.B.4.Pa.1	participate in problem solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

Recognizing Objects

7.1. Participate in recognizing and relating to familiar objects (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.4.Pa.1)

7.2. Participate in selecting desired item, object, or activity when given choices (e.g., snack, shirt, television viewing). (CL.B.4.Pa.1)
Specify method: _____ ☐ point _____ ☐ look at _____ ☐ reach/grasp
_____ ☐ other: ____________________

7.3. Participate in locating object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.1.Pa.1)
Specify method: _____ ☐ point _____ ☐ look at _____ ☐ reach/grasp
_____ ☐ other: ______________________________

7.4. Accept assistance with and participate in recognizing and using adaptive/assistive devices during daily activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Pa.1)

Using Objects

7.5. Demonstrate awareness of cause/effect relationship with assistance during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.6. Demonstrate awareness of object permanence with assistance during functional activities (e.g., looks at place where favorite object usually is placed, to indicate want or need). (CL.B.4.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.7. Demonstrate awareness of one-to-one correspondence with assistance during functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.8. Use objects to produce desired effect with assistance during daily living activities. (IF.A.1.Pa.1)
Specify task: _____ ☐ eating _____ ☐ dressing _____ ☐ hygiene
_____ ☐ other: ______________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.9. Use objects to produce desired effect with assistance during productive activities (e.g., uses pressure pad to open door). (IF.A.1.Pa.1)
Specify activity: _____ ☐ cleaning room _____ ☐ caring for clothing
_____ ☐ other: ______________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.10. Use objects to produce desired effect with assistance during health/safety activities (e.g., uses signaling device to request assistance). (IF.A.1.Pa.1)
Specify activity: ____
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.11. Use objects to produce desired effect with assistance during recreation and leisure activities (e.g., rolls ball when bowling). (IF.A.1.Pa.1)
Specify activity: ____
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Problem Solving

7.12. Participate in identifying problems involving functional tasks (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture _____ ☐ touch
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.13. Alert others to start or stop equipment used in functional tasks (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.2.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture _____ ☐ touch
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.14. Maintain search for desired person or object until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.Pa.1)

Specify type of search: _____ ☐ visual _____ ☐ manual _____ ☐ other: ___________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.15. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (IF.A.2.In.2, IF.A.2.In.2)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Spatial Relationships

7.16. Participate in indicating awareness of distance (e.g., recognizes when destination has been reached). (CL.B.3.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture _____ ☐ touch
_____ ☐ use assistive/augmentative device _____ ☐ other: ___________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.17. Participate in indicating awareness of location (e.g., recognizes own room). (CL.B.3.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture _____ ☐ touch
_____ ☐ use assistive/augmentative device _____ ☐ other: ___________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.18. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.19. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8. Demonstrate skills for interacting with others during leisure time activities, consistent with own capabilities.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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8.1. Interact acceptably with peers during leisure activities (e.g., greets others, responds to name and questions, stays quiet when others are talking). (IF.A.1.In.1, IF.A.1.Su.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.2. Indicate desired leisure/recreational activities. (CL.B.2.Pa.1)
Specify method: _____ ☐ touch referent object _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ other: _______________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.3. Communicate interest in participating in leisure/recreation activities (e.g., smiles when asked about going to a movie). (IF.A.1.Pa.2)
Specify method: _____ ☐ touch referent object _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ other: _______________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.4. Initiate desired leisure activity. (IF.A.1.In.2, IF.A.1.Su.2)

8.5. Advocate for own involvement in leisure activities (e.g., smile when ballgame mentioned, point to referent object for music). (IF.A.1.Pa.1)
Specify method: _____ ☐ touch referent object _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ other: _______________

8.6. Accept assistance with and participate in a sequence of tasks or activities of leisure activities at home. (IF.A.1.Pa.2)
Specify routine: _____ ☐ active _____ ☐ inactive _____ ☐ entertainment
_____ ☐ hobbies _____ ☐ other: ______________________________

8.7. Accept assistance with and participate in leisure activities at school or in the community. (IF.A.1.Pa.2)

Specify routine: _____ ☐ active _____ ☐ inactive _____ ☐ entertainment
_____ ☐ hobbies _____ ☐ other: ______________________________
Specify setting: _____ ☐ school _____ ☐ community

8.8. Use skills to engage in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ active—swimming, running, swinging, playing catch
_____ ☐ inactive—board games, card games, video games
_____ ☐ hobbies—collections, crafts
_____ ☐ entertainment—using a VCR, listening to music
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.9. Use equipment and materials effectively and safely when participating in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify activity: _____ ☐ active—swimming pool, ball, glove
_____ ☐ inactive—board games, video games
_____ ☐ hobbies—collections, crafts
_____ ☐ entertainment—VCR, CD player
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.10. Participate in a range of appropriate leisure activities with a frequency observed in typical peers (e.g., attends school sports events, participates in group activities at community center). (IF.A.1.Pa.2)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.11. Attend sports events in the community (e.g., high school football game, Special Olympics, bowling tournament). (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Specify location: ____
Specify type: ____

8.12. Attend cultural events in the community (e.g., concerts in the park, school art show). (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Specify location: ____
Specify type: ____

8.13. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in leisure activities or tasks. (IF.B.2.Pa.1)

9. Demonstrate skills needed for participating in activities in the community.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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9.1. Select desired community shopping and service routines from choices appropriate to time, location, resources, transportation, and needs. (IF.A.1.In.2, IF.A.1.Su.2)

9.2. Use needed community services appropriately and effectively. (IF.A.2.In.1, IF.A.2.Su.1)
Specify routine: _____ ☐ shopping _____ ☐ personal care _____ ☐ health care
_____ ☐ leisure and recreation _____ ☐ other: ____________

9.3. Use disability-specific community services appropriately and effectively (e.g., special transportation for the disabled, readers for the blind). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)
Specify service: ____________

9.4. Demonstrate awareness of community activities (e.g., goes to a movie or restaurant, shops, attends a religious service, walks in the park). (IF.A.2.Pa.1)
Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: ____________

9.5. Accept assistance with and participate in the sequence of tasks or activities of preparing for community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: _____ ☐ shopping _____ ☐ personal care _____ ☐ health care
_____ ☐ leisure and recreation _____ ☐ other: ____________

9.6. Accept assistance with and participate in the sequence of tasks or activities of completing community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: _____ ☐ shopping _____ ☐ personal care _____ ☐ health care
_____ ☐ leisure and recreation _____ ☐ other: ____________

9.7. Request desired community shopping and service routines with assistance. (IF.B.1.Pa.2)

Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: _____________

9.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in using community shopping and service routines. (IF.B.2.Pa.1)

10. Use acceptable patterns of behavior when interacting with familiar peers and adults.

IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.1.Pa.1	participate effectively in group situations—with assistance.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ☐ full ☐ partial _____ assistive technology ☐ full ☐ partial

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10.1. Conduct self in a way that is appropriate for the relationship with an individual during a daily activity (e.g., responds to event employees, interacts informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)

Specify persons: _____ ☐ family _____ ☐ caregivers _____ ☐ peers
_____ ☐ event employees _____ ☐ other: ______________________

10.2. Meet social and functional expectations for behavior when participating in daily activities (e.g., walks in line to next event, talks to nearby person). (IF.B.2.In.2, IF.B.2.Su.2)

10.3. Accept assistance with and participate in meeting social and functional expectations for behavior when involved in daily activities (e.g., cheers when the home team scores, keeps hands to self when held by caregiver). (IF.B.2.Pa.1)

10.4. Participate in selection of appropriate clothing and grooming for daily activities (e.g., point to shirt with team colors for football game, assist with shower before going in pool). (IF.B.2.Pa.1)

10.5. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)

10.6. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during daily activities (e.g., looks at object when asked to do so). (IF.B.2.Pa.2)

10.7. Respond to unexpected events or potentially harmful situations appropriately with assistance during daily activities (e.g., look at object when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

10.8. Participate and wait for turn in a group situation with assistance. (SE.A.1.Pa.1)

10.9. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.2.Pa.1)
Specify persons: _____ ☐ family _____ ☐ caregivers _____ ☐ peers
_____ ☐ event employees _____ ☐ other: ______________________

10.10. Interact with a typical range of persons for daily activities. (SE.A.2.In.2, SE.A.2.Su.2)
Specify persons: _____ ☐ family _____ ☐ caregivers _____ ☐ peers
_____ ☐ event employees _____ ☐ other: ______________________

10.11. Initiate interactions with familiar persons during daily activities (e.g., to gain attention, to ask for help). (SE.A.2.In.2, SE.A.2.Su.2, SE.A.2.Pa.2)
Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________

10.12. Cooperate when being assisted in daily activities (e.g., press switch to activate music). (SE.A.2.Pa.1)

Academics:
Subject Areas

Grades 6-8

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7810010
Course Title:	Language Arts: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction in language arts concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily activities
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 language arts in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

Course Number: 7810010 - Language Arts: 6-8

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Course Number: 7810010 - Language Arts: 6-8

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________________

Word Identification Skills

1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ consonants _____ ☐ vowels _____ ☐ blends

_____ ☐ patterns _____ ☐ syllables _____ ☐ other: ____________________

1.3. Use structural analysis to identify the meaning of unknown written words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ compound words _____ ☐ prefix _____ ☐ suffix
_____ ☐ other: ______________________________

1.4. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., "The boy rode a unicycle, a bicycle with one wheel."). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ examples _____ ☐ direct explanations _____ ☐ synonyms
_____ ☐ other: ______________________________

1.5. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ printed dictionary _____ ☐ electronic dictionary
_____ ☐ person _____ ☐ other: ____________________

Frequently Used Words

1.6. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ common words and expressions
_____ ☐ concepts of time
_____ ☐ common objects and locations
_____ ☐ category words
_____ ☐ directional concepts
_____ ☐ other: ______________________________

1.7. Identify the meaning of (oral or written) vocabulary related to school assignments (e.g., homework, test, multiple-choice, essay, revise, peer evaluation). (CL.B.1.In.1, CL.B.1.Su.1)

1.8. Identify the meaning of (oral or written) vocabulary when completing academic tasks (e.g., poem, fiction, idioms, punctuation, proofreading, sequential order). (CL.B.1.In.2, CL.B.1.Su.2)

1.9. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ personal hygiene—brush, floss, shower, deodorant
_____ ☐ finances—balance checkbook, budget
_____ ☐ caring for clothes—wash, dry clean
_____ ☐ purchasing items—discount, sale, tax, charge
_____ ☐ other: ______________________________

1.10. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking—withdrawal, deposit, account number, debit, balance
_____ ☐ library—library card, check out, due date, late charge
_____ ☐ volunteer service—organization, responsibilities, schedule
_____ ☐ other: ________________________________

1.11. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ entertainment
_____ ☐ outdoor activities
_____ ☐ pets and plants
_____ ☐ sports
_____ ☐ hobbies
_____ ☐ other: ________________________________

Signs and Symbols

1.12. Identify the meaning of symbols and icons used on signs for buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ exit and entrance signs
_____ ☐ elevator signs
_____ ☐ restroom signs
_____ ☐ other: ____________________

1.13. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ no smoking, danger, poison
_____ ☐ do not use near water, for outside use only
_____ ☐ shock, uses grounded outlets, 220 volts only
_____ ☐ other: ________________________________

1.14. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ order here
_____ ☐ no food or drink allowed
_____ ☐ name of business
_____ ☐ proper attire required
_____ ☐ cashier
_____ ☐ no smoking
_____ ☐ hours of operation
_____ ☐ other: ____________________

1.15. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

1.16. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

Pictures

1.17. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ furniture _____ ☐ appliances _____ ☐ interior design
_____ ☐ supplies _____ ☐ entertainment _____ ☐ other: _______________

1.18. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ buildings _____ ☐ signs _____ ☐ landmarks _____ ☐ persons
_____ ☐ other: ____

1.19. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

1.20. Identify features and events in complex pictures and photographs (e.g., in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)

Abbreviations and Acronyms

1.21. Identify abbreviations for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ linear—ft., mi., m., yd. _____ ☐ area—sq. ft., sq. yd., sq. mi.
_____ ☐ weight—oz., lb. _____ ☐ volume—c., tbs., tsp.
_____ ☐ time—min., hr., Tues., Dec. _____ ☐ other: ____________________

1.22. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ streets—Rd., Blvd., St. _____ ☐ states—FL, CA
_____ ☐ post office—PO _____ ☐ buildings—Apt., Bldg.
_____ ☐ countries—USA, UK _____ ☐ other: ____________________

1.23. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., sending information by overnight mail, reading articles in the newspaper, watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ medical organizations—Health Maintenance Organization (HMO)
_____ ☐ government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)
_____ ☐ mail services—United Parcel Service (UPS), United States Postal Services (USPS)
_____ ☐ other: ____

1.24. Identify familiar abbreviations for titles (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal—Mr., Ms. _____ ☐ degrees—Ph.D., M.Ed., B.S.
_____ ☐ professional—C.P.A., M.D. _____ ☐ other: ____________________

1.25. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., locating a radio or television station in the newspaper schedule, locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ radio—WFSU _____ ☐ television—WPBS
_____ ☐ web addresses—www.firn.edu

1.26. Identify the meaning of familiar abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2. Use comprehension skills and strategies to increase understanding of information in text (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning).

CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Visuals, Passages, and Documents

2.1. Paraphrase the meaning of (oral or written) sentences or phrases to clarify meaning (e.g., repeating directions, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ statements _____ ☐ questions _____ ☐ directions
_____ ☐ commands _____ ☐ requests
_____ ☐ other: ____

2.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., finding information for a report, finding a recipe for dessert, finding information on a person). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ key words _____ ☐ dates _____ ☐ numbers
_____ ☐ charts _____ ☐ graphs _____ ☐ pictures
_____ ☐ maps _____ ☐ answers to questions
_____ ☐ other: ____

2.3. Use skills and strategies to identify relevant information in a text or visual diagram by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ match to a list of key information—dates, names, locations
_____ ☐ match to questions to be answered
_____ ☐ scan chapter titles and subtitles for specific words or phrases
_____ ☐ scan pictures or graphics for specific information
_____ ☐ other: ______________________________

2.4. Use skills and strategies to identify irrelevant information in a text or visual diagram. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ asking yourself "How does this fit?"
_____ ☐ asking yourself "Is it needed?"
_____ ☐ comparing to similar examples or a model
_____ ☐ other: ______________________________

2.5. Use skills and strategies to determine the main idea of a paragraph, section, or document. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ identify the first sentence or topic _____ ☐ paraphrase information
_____ ☐ identify information that is repeated _____ ☐ scan chapter headings
_____ ☐ other: ______________________________

2.6. Use skills and strategies to distinguish whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ match information with other sources
_____ ☐ look for words such as *always, never*
_____ ☐ identify words that indicate feelings or emotions
_____ ☐ other: ______________________________

2.7. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ identify exaggerations _____ ☐ identify false claims
_____ ☐ evaluate realism _____ ☐ other: ________________

2.8. Use skills and strategies to relate and integrate new (oral or written) information with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ identify common elements or situations
_____ ☐ distinguish what is different
_____ ☐ relate new information to concepts already understood
_____ ☐ other: ______________________________

2.9. Use skills and strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ create a first letter mnemonic _____ ☐ make a visual association
_____ ☐ determine order of events _____ ☐ other: ________________

2.10. Predict outcomes or conclusions related to (oral or written) information based on previous knowledge to increase understanding (e.g., identifying cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

Using Information Resources

2.11. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ other: ______________________________

2.12. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ other: ______________________________

2.13. Identify types of information in reference books or resources to accomplish functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ atlas—road maps, distance charts, state capitals, population
_____ ☐ dictionary—definitions, spelling, syllabication
_____ ☐ encyclopedia—general information by subject
_____ ☐ textbook—information for instructional purposes
_____ ☐ magazine or newspaper—current information by subject
_____ ☐ directory—information lists by subject, agency, product
_____ ☐ other: ______________________________

2.14. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ atlas _____ ☐ dictionary _____ ☐ encyclopedia
_____ ☐ textbook _____ ☐ magazine _____ ☐ newspaper
_____ ☐ directory _____ ☐ other: ______________________

2.15. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ book—introduction, chapter titles
_____ ☐ magazines—titles, page numbers, authors
_____ ☐ newspaper—sections, page numbers
_____ ☐ other: ______________________________

2.16. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., locating information about a topic of interest, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

2.17. Use an index to locate a subtopic by page number (e.g., locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

2.18. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

2.19. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ bar graphs _____ ☐ pie charts _____ ☐ tables
_____ ☐ other: ____________________

2.20. Identify the meaning of information provided by map symbols (e.g., planning a travel route, learning about a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ roads _____ ☐ rivers, lakes _____ ☐ cities and towns
_____ ☐ mileage _____ ☐ direction _____ ☐ airports, parks
_____ ☐ other: ____________________

2.21. Find specified geographic areas or locations using a map (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ city, state map _____ ☐ atlas
_____ ☐ other: ____________________

Organizing Information

2.22. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: _____ ☐ chronological _____ ☐ alphabetical
_____ ☐ categorical _____ ☐ topic or subject
_____ ☐ hierarchical or outlining _____ ☐ other: ____________________

2.23. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)
Specify: _____ ☐ chronological _____ ☐ alphabetical
_____ ☐ categorical _____ ☐ topic or subject
_____ ☐ hierarchical or outlining _____ ☐ other: ____________________

2.24. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

2.25. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.26. Locate an item by date when completing functional tasks (e.g., identifying if a check has cleared, verifying a specific deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

2.27. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)

2.28. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)

2.29. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)

2.30. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, use keywords for a database search). (CL.B.1.In.3)

2.31. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

2.32. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a report). (CL.B.1.In.3)

2.33. Use graphic organizers to display relationships between and among ideas, events, or facts. (CL.B.1.In.3)
Specify: _____ ☐ concept map _____ ☐ tree diagram _____ ☐ flow chart
_____ ☐ semantic web _____ ☐ other: ____________________

3. Use speaking skills to express information appropriately in conversations and presentations (e.g., volume, stress, and pronunciation; eye contact and body language).

CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ sounds _____ ☐ gestures _____ ☐ facial expressions
_____ ☐ body language _____ ☐ hand signals _____ ☐ other: ________________

3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ initiating topics
_____ ☐ maintaining topics
_____ ☐ taking turns
_____ ☐ active listening
_____ ☐ ending a conversation
_____ ☐ repairing communication breakdowns
_____ ☐ showing sensitivity to cultural differences
_____ ☐ other: ______________________________

3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ tone of voice
_____ ☐ fluency (rate and rhythm)
_____ ☐ duration
_____ ☐ pitch
_____ ☐ loudness
_____ ☐ other: ________________

3.5. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ school task—how to look up a reference, how to dress for physical education
_____ ☐ personal task—how to use the microwave, how to find a location
_____ ☐ leisure task—how to pack for vacation, how to take care of a pet
_____ ☐ other: ______________________________

4. Use listening skills to gain information (e.g., follow directions, acknowledge messages).

CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ________________

General Listening Skills

4.1. Identify components of the listening process that can help one to listen more effectively in conversations, lectures, and discussions (e.g., hearing, paying attention, thinking about what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

4.2. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ relaxed _____ ☐ attentive _____ ☐ social _____ ☐ defensive
_____ ☐ other: ______________________________

4.3. Identify the difference between attentive and nonattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; nonattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

4.4. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ listening for specific content
_____ ☐ paying attention to cues—first, second, in summary, most important
_____ ☐ linking to prior knowledge and experiences
_____ ☐ considering emotional meaning
_____ ☐ other: ____

4.5. Use strategies to improve listening (e.g., attend to nonverbal cues, take notes, paraphrase what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

Listening to Directions

4.6. Use skills and strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ repeat directions _____ ☐ paraphrase directions
_____ ☐ write directions _____ ☐ make a drawing or diagram
_____ ☐ other: ____

4.7. Use skills and strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ verbalize key features or steps
_____ ☐ break into smaller components for practice
_____ ☐ practice with physical guidance
_____ ☐ practice with verbal prompting
_____ ☐ other: ____

5. Use writing skills to organize and present information according to the specified purpose (e.g., reports, correspondence, essays, lists).

Note: Electronic tools and software may be used if available.

CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

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Handwriting or Keyboarding

5.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ style–manuscript or cursive _____ ☐ spacing _____ ☐ size
_____ ☐ letter formation _____ ☐ orientation
_____ ☐ other: ________________________________

5.2. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ letters _____ ☐ reports _____ ☐ forms
_____ ☐ charts _____ ☐ other: ________________________________

5.3. Select and use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ handwriting _____ ☐ typewriter or keyboarding
_____ ☐ other: ________________________________

Personal Information

5.4. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ name _____ ☐ address _____ ☐ phone number
_____ ☐ date of birth _____ ☐ race _____ ☐ other: ____________

Completing Forms

5.5. Identify information needed to complete forms in order to have the proper documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)

5.6. Transfer information from sources such as identification card, birth certificate, and Social Security card onto appropriate sections of forms. (CL.B.2.In.1, CL.B.2.Su.1)

5.7. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ personal information—name, address, phone, birth date
_____ ☐ sex—male/female
_____ ☐ race—White/Hispanic/Black/Asian/Native American/other
_____ ☐ other: ________________________________

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Organizing Communications

5.8. Identify the characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ what is the intent—objectives, target audience, purpose
_____ ☐ what components are needed—introduction, body, summary
_____ ☐ how should the information be organized
_____ ☐ what formatting should be used—layout, text, use of graphics
_____ ☐ other: ____________________

5.9. Write information in alphabetical order (e.g., filing, arranging names on a list). (CL.B.2.In.1, CL.B.2.Su.1)

5.10. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a specific time-frame, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ brief descriptions
_____ ☐ stories
_____ ☐ reports
_____ ☐ letters
_____ ☐ essays
_____ ☐ other: ____________

5.11. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, paraphrase a conversation to the teacher, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ sentences
_____ ☐ reports
_____ ☐ paragraphs
_____ ☐ other: ____________
_____ ☐ essays

5.12. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ easy to difficult
_____ ☐ least important to most important
_____ ☐ most important to least important
_____ ☐ other: ____________________
_____ ☐ general to specific
_____ ☐ specific to general
_____ ☐ cause and effect

5.13. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ daily events
_____ ☐ checks and deposits
_____ ☐ daily tasks
_____ ☐ other: ____________

5.14. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for participation in sports activity with insurance and medical examination). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ report
_____ ☐ letter of complaint
_____ ☐ other: ____________________
_____ ☐ summary
_____ ☐ letter of application

5.15. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ article _____ ☐ report _____ ☐ letter _____ ☐ message/e-mail
_____ ☐ other: ____

Formatting

5.16. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ note—give a friend directions, let your family know that you will be late
_____ ☐ memo—announce an event to your classmates
_____ ☐ letter—friendly, complaint, request, application
_____ ☐ message—let a family member know that someone called
_____ ☐ report—summarize experiences on a trip
_____ ☐ other: ____

5.17. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ note _____ ☐ memo/e-mail _____ ☐ letter
_____ ☐ brief description _____ ☐ report _____ ☐ cards and invitations
_____ ☐ other: ____

5.18. Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ caller's name _____ ☐ date _____ ☐ who caller represents
_____ ☐ time _____ ☐ phone number _____ ☐ who the message is for
_____ ☐ message _____ ☐ other: ______________________________

6. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.

Note: Electronic tools and software may be used if available.

CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.Su.1	prepare oral, written, or visual information for expression–with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____________

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Writing Process

6.1. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ gather information
_____ ☐ organize ideas
_____ ☐ write first draft
_____ ☐ get feedback
_____ ☐ revise
_____ ☐ edit
_____ ☐ publish final copy
_____ ☐ other: ______________________________

6.2. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ unity and coherence—words, phrases, and sentences agree and work together
_____ ☐ content—no irrelevant details
_____ ☐ organization—logical order
_____ ☐ style—no run-on sentences or unintentional fragments
_____ ☐ formatting—margins, spacing, legibility
_____ ☐ other: ______________________________

6.3. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ spelling
_____ ☐ word usage
_____ ☐ grammar
_____ ☐ formatting–margins, spacing
_____ ☐ sentence structure

Sentences

6.4. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ simple
_____ ☐ complex
_____ ☐ compound
_____ ☐ compound/complex

6.5. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ select the kind of sentence
_____ ☐ think about the words
_____ ☐ other: ______________________________
_____ ☐ think about the meaning
_____ ☐ review the sentence when finished

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Mechanics

6.6. Use forms of words that reflect correct usage of grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ nouns—singular and plural, possessive
_____ ☐ verbs—present, past, and future tenses
_____ ☐ subject-verb agreement
_____ ☐ other: ______________________________

6.7. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ proper nouns
_____ ☐ abbreviations
_____ ☐ titles
_____ ☐ pronoun "I"
_____ ☐ first word of sentence
_____ ☐ other: ______________________________
_____ ☐ acronyms
_____ ☐ greeting/closing

6.8. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ period _____ ☐ question mark _____ ☐ exclamation point

6.9. Use punctuation correctly within words and sentences in documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ comma—words in a series, compound sentence, address, date, greeting or closing
_____ ☐ apostrophe—contraction, possession
_____ ☐ quotation marks—direct quotation, titles, words used in a special sense
_____ ☐ semicolon—two main clauses without a conjunction, items in a series containing other punctuation
_____ ☐ other: ______________________________

6.10. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

6.11. Use appropriate resources to aid in spelling correctly (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ spelling dictionary
_____ ☐ people
_____ ☐ other: ______________________________
_____ ☐ specialized electronic tool
_____ ☐ spell-check utility in software program

6.12. Use strategies to effectively edit written material. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ use list of frequently misspelled words
_____ ☐ use the spell checker or grammar checker in word processor
_____ ☐ read aloud what has been written
_____ ☐ other: ______________________________

7. Demonstrate awareness of differences in language usage related to regional and cultural elements, requirements of situations and tasks, and personal preferences (e.g., use of slang, jargon, dialect).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt	___ verbal prompt	___ visual prompt
___ assistive technology	___ supervision	___ other: ____________________

7.1. Identify languages and dialects used in different regions or cultures (e.g., use of Spanish, French, German; bilingualism; use of dialects—Southern, New England, Midwestern).

7.2. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)

7.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

7.4. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

8. Demonstrate awareness of key elements in literature (e.g., plot, characters, setting, point of view, tone).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt	___ verbal prompt	___ visual prompt
___ assistive technology	___ supervision	___ other: ____________________

8.1. Identify characteristics and examples of key elements in stories, movies, and plays. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ characters _____ ☐ setting _____ ☐ plot _____ ☐ point of view

8.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ short stories _____ ☐ novels _____ ☐ plays _____ ☐ poems

8.3. Relate literature to personal feelings and experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ short stories _____ ☐ novels _____ ☐ plays _____ ☐ poems

8.4. Identify examples of different genres of literature. (CL.B.1.In.2, CL.B.1.Su.2)
Specify. _____ ☐ adventure _____ ☐ science fiction _____ ☐ mystery
_____ ☐ romance _____ ☐ other: ______________________

9. Demonstrate study skills (e.g., notetaking; using mnemonics, associations, and imagery; researching; organizing; test-taking).

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Increasing Recall and Understanding

9.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

9.2. Use strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ read aloud _____ ☐ paraphrase
_____ ☐ make a drawing or diagram _____ ☐ other: ________________

9.3. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)

9.4. Use scanning strategies to locate information needed for an assignment. (CL.B.1.In.2, CL.B.1.Su.1)

9.5. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ who, what, when, and where? _____ ☐ which, how, and why?
_____ ☐ other: ____________________________________

9.6. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does this make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word?). (CL.B.1.In.2, CL.B.1.Su.2)

9.7. Use visual imagery to clarify and remember information. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ make mental pictures
_____ ☐ make an association
_____ ☐ create an analogy
_____ ☐ other: _______________

9.8. Select and use an appropriate organizational framework to clarify and represent complex information for an assignment. (CL.B.1.In.3)

Specify: _____ ☐ outline
_____ ☐ timeline
_____ ☐ other: _______________
_____ ☐ graphic organizer
_____ ☐ chart or table

9.9. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)

9.10. Follow a systematic process when researching a topic for an assignment. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ identify the topic or main question
_____ ☐ specify questions that need to be answered
_____ ☐ conduct a preliminary search for information using appropriate references and resources
_____ ☐ take notes and cite sources
_____ ☐ review notes and obtain additional information if needed
_____ ☐ other: _______________

9.11. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

Using Feedback

9.12. Identify characteristics of feedback that is commonly given for assignments (e.g., points out mistakes, gives guidance to make corrections, identifies what is right). (CO.A.1.In.1, CO.A.1.Su.1)

9.13. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning). (CO.A.1.In.1, CO.A.1.Su.1)

9.14. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

9.15. Check the correctness and accuracy of own assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching spelling errors on a test before handing it in). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ answers to tests
_____ ☐ class assignments

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Problem Solving

9.16. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)

9.17. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

9.18. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

9.19. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ☐ identify the problem
_____ ☐ identify alternatives
_____ ☐ choose appropriately from a variety of techniques
_____ ☐ implement solution
_____ ☐ evaluate results

9.20. Differentiate between problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

Planning and Time Management

9.21. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)

9.22. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

9.23. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ personal _____ ☐ school

9.24. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ personal _____ ☐ school

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9.25. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ personal _____ ☐ school

9.26. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ ☐ track subtasks on calendar _____ ☐ set an alarm clock as a reminder
_____ ☐ begin subtasks on time _____ ☐ check off subtasks when completed
_____ ☐ other: ______________________________
Specify setting: _____ ☐ personal _____ ☐ school

9.27. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ ☐ try different techniques _____ ☐ seek advice from others
_____ ☐ seek assistance from others _____ ☐ read the instructions or references
_____ ☐ other: ______________________________
Specify setting: _____ ☐ personal _____ ☐ school

9.28. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify setting: _____ ☐ personal _____ ☐ school

9.29. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify method: _____ ☐ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ☐ set up workstation with needed supplies, tools, and equipment before starting
Specify setting: _____ ☐ personal _____ ☐ school

9.30. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ☐ personal _____ ☐ school

9.31. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ☐ personal _____ ☐ school

9.32. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ☐ personal _____ ☐ school

9.33. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not delay, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ personal _____ ☐ school

9.34. Demonstrate self-directed behavior when completing assignments (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ personal _____ ☐ school

10. Demonstrate skills required for functional communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).

CL.C.2.In.5	apply employability skills in the workplace.
CL.C.2.Su.5	apply employability skills in the workplace–with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

10.1. Identify the meaning of vocabulary related to career exploration (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.1, CL.B.1.Su.1)

10.2. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ work hours—starting time, break, time card
_____ ☐ dress code—uniform, grooming
_____ ☐ locations—reception areas, parking, restrooms
_____ ☐ equipment—storage, maintenance, repairs, supplies
_____ ☐ other: ______________________________

10.3. Identify information contained in simple graphics used in the workplace (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ blueprints _____ ☐ floor plans
_____ ☐ diagrams _____ ☐ other: ______________________

10.4. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, refilling paper or toner). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ directions for use and storage _____ ☐ repair and maintenance
_____ ☐ safety precautions _____ ☐ replacement information
_____ ☐ other: ______________________________

10.5. Demonstrate functional reading and communication skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)

10.6. Produce written communications accurately to meet requirements of the workplace (e.g., letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ letters   _____ ☐ reports   _____ ☐ forms
_____ ☐ charts   _____ ☐ other: ______________________________

11. Demonstrate skills required for functional communication in daily activities (e.g., newspaper, schedules, menus, signs, shopping lists).

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: ______________

11.1. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ following a recipe
_____ ☐ using information found on clothing labels regarding care requirements
_____ ☐ using advertisements to select needed furniture, appliances, and personal goods
_____ ☐ observing warning precautions on appliances and furniture
_____ ☐ storing product manuals and warranties
_____ ☐ using information on product tags, labels, or information booklets
_____ ☐ other: ____

11.2. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ learning about community events and services
_____ ☐ participating in local service organizations
_____ ☐ participating in service activities sponsored by a religious organization
_____ ☐ other: ____

11.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying the location and price of events (musical performances—concerts, dance performances, theatre and plays; celebrations—holidays, parades, festivals)
_____ ☐ learning about the rules of a game or sport
_____ ☐ obtaining information about a hobby or collection or other leisure interest
_____ ☐ communicating with others who share the same leisure interests
_____ ☐ other: ______________________________

11.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ communicating with others—using mail, telephone, e-mail
_____ ☐ using public transportation
_____ ☐ obtaining personal services—haircut, cleaning
_____ ☐ shopping—personal items, food, clothes
_____ ☐ obtaining emergency services—911, police, fire department
_____ ☐ other: ______________________________

11.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)

11.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ headlines
_____ ☐ recreational activities
_____ ☐ advertisements
_____ ☐ local news
_____ ☐ special features
_____ ☐ classified ads
_____ ☐ sports
_____ ☐ comics
_____ ☐ other: ______________________________

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7810020
Course Title:	Reading: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- vocabulary
- word attack skills
- comprehension skills
- literature
- study skills
- reading in the workplace
- reading as a leisure activity

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 reading in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance.

Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate relevant perceptual, conceptual, and linguistic skills for reading (e.g., phonological awareness, visual discrimination, relationship of oral and printed words, syntax, semantics).**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________

1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, identification of letter/sound relationships, ability to distinguish words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

1.2. Identify letters when completing functional tasks (e.g., finding your name card, identifying a volume of an encyclopedia, locating a seat in a stadium). (CL.B.1.In.1, CL.B.1.Su.1)

1.3. Distinguish phonological (sounds) and graphic (letters) differences in words.
Specify: _____ ☐ presented visually _____ ☐ presented orally

1.4. Identify rhyming words presented orally.

1.5. Compare multiple meanings of words and phrases (e.g., homonyms, idioms, slang). (CL.B.1.In.1, CL.B.1.Su.1)

1.6. Identify synonyms and antonyms for familiar words. (CL.B.1.In.1, CL.B.1.Su.1)

1.7. Retell main ideas and details of a story or article after hearing it read or seeing it signed. (CL.B.1.In.1, CL.B.1.Su.1)

1.8. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ furniture _____ ☐ appliances _____ ☐ interior design
_____ ☐ supplies _____ ☐ entertainment _____ ☐ other: _______________

1.9. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ buildings _____ ☐ signs
_____ ☐ landmarks _____ ☐ other: _______________________________

1.10. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

1.11. Identify features and events in complex pictures. (CL.B.1.In.1, CL.B.1.Su.1)

2. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _______________

Word Identification Skills

2.1. Use phonics to identify the pronunciation of unknown words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ initial, medial, and final consonants
_____ ☐ long and short vowels
_____ ☐ initial, medial, and final blends
_____ ☐ patterns and silent letters
_____ ☐ syllables
_____ ☐ other: _______________________________

2.2. Use structural analysis to identify the meaning of unknown words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ compound words _____ ☐ prefix _____ ☐ suffix
_____ ☐ other: _______________________________

2.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ examples _____ ☐ direct explanations _____ ☐ synonyms
_____ ☐ other: _______________________________

2.4. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words (e.g., looking up a word in a dictionary, using the pronunciation function for a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ printed dictionary _____ ☐ electronic dictionary
_____ ☐ person _____ ☐ other: ____________________

3. **Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Signs and Symbols

3.1. Identify the meaning of symbols and icons used in signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ exit and entrance signs _____ ☐ restroom signs
_____ ☐ elevator signs _____ ☐ other: __________________________

3.2. Identify the meaning of symbols and icons used in safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ no smoking, danger, poison
_____ ☐ do not use near water, for outside use only
_____ ☐ shock, uses grounded outlets, 220 volts only
_____ ☐ other: ____

3.3. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ order here _____ ☐ no food or drink allowed
_____ ☐ cashier _____ ☐ no smoking
_____ ☐ cost of admission _____ ☐ hours of operation
_____ ☐ other: ____

3.4. Identify the meaning of road signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ stop
_____ ☐ right turn only
_____ ☐ speed limit
_____ ☐ yield
_____ ☐ one way
_____ ☐ no U-turn
_____ ☐ merge
_____ ☐ other: ______________________

3.5. Identify the meaning of symbols and icons used in travel signs (e.g., telephone, hospital, picnic area, boat ramp, gas station). (CL.B.1.In.1, CL.B.1.Su.1)

3.6. Find desired destination as indicated by signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

3.7. Demonstrate appropriate responses to travel and road signs. (CL.B.1.In.2, CL.B.1.Su.2)

3.8. Respond appropriately to warnings and other types of information conveyed by symbols and icons in written material and on products. (CL.B.1.In.2, CL.B.1.Su.2)

Frequently Used Words

3.9. Identify the meaning of frequently used written words (e.g., Dolch, survival). (CL.B.1.In.1, CL.B.1.Su.1)

3.10. Identify the meaning of written vocabulary related to specific courses in school (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ English or language arts
_____ ☐ science
_____ ☐ physical education
_____ ☐ the arts
_____ ☐ other: ______________________
_____ ☐ mathematics
_____ ☐ social studies
_____ ☐ health
_____ ☐ applied technology

3.11. Identify the meaning of written vocabulary related to school activities (e.g., completing detention, participating in field day or pep rally, running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)

3.12. Identify the meaning of written vocabulary when completing academic tasks (e.g., matching, multiple choice, term paper, final exam, quiz, pop-quiz, activity, group work). (CL.B.1.In.2, CL.B.1.Su.2)

Independent Functioning Vocabulary

3.13. Identify the meaning of written vocabulary related to personal care activities (e.g., getting ready for school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal hygiene—brush, floss teeth, shower, deodorant
_____ ☐ finances—balance checkbook, deposit money, budget
_____ ☐ caring for clothes—wash, dry clean
_____ ☐ purchasing items—discount, sale, tax, charge
_____ ☐ other: ______________________________

3.14. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking—withdrawal, deposit, account number, debit, balance
_____ ☐ library—library card, check out, due date, late charge
_____ ☐ volunteering—organization, hours, responsibilities
_____ ☐ other: ______________________________

3.15. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ caring for clothing and personal items
_____ ☐ preparing and storing food
_____ ☐ maintaining lawn and garden
_____ ☐ other: ______________________________

3.16. Identify the meaning of written vocabulary related to leisure activities (e.g., playing sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ sports
_____ ☐ pets and plants
_____ ☐ outdoor activities
_____ ☐ entertainment
_____ ☐ hobbies
_____ ☐ other: ______________________________

Abbreviations and Acronyms

3.17. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ linear—ft., mi., m.
_____ ☐ weight—oz., lb., #
_____ ☐ money—$, ¢
_____ ☐ area—sq. ft., sq. yd., sq. mi.
_____ ☐ volume—c., l., tbs., tsp.
_____ ☐ time—min., hr., Tues., Dec.
_____ ☐ other: ______________________________

3.18. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ streets—Rd., Blvd., St. _____ ☐ states—FL, CA
_____ ☐ post office—PO _____ ☐ buildings—Apt., Bldg.
_____ ☐ countries—USA, UK _____ ☐ other: ______________________

3.19. Identify abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ medical organizations—Health Maintenance Organization (HMO)
_____ ☐ government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)
_____ ☐ mail services—Federal Express (FEDEX), United Parcel Service (UPS), United States Postal Services (USPS)
_____ ☐ other: ______________________________

3.20. Identify familiar abbreviations for titles (e.g., when writing a letter, when addressing an envelope, when finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal—Mr., Ms.
_____ ☐ professional—C.P.A., M.D.
_____ ☐ degrees—Ph.D., M.Ed., B.S.
_____ ☐ other: ______________________________

3.21. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ radio—WFSU _____ ☐ television—WPBS
_____ ☐ Web addresses—www.firn.edu

3.22. Identify the meaning of abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4. Use comprehension skills and strategies to increase understanding of information in texts (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning).

CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Course Number: 7810020 - Reading: 6-8

Visuals, Passages, and Documents

4.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
_____ ☐ statements
_____ ☐ commands
_____ ☐ questions
_____ ☐ requests
_____ ☐ directions
_____ ☐ other: _________________

4.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in dictionary, finding information for a report; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ key words
_____ ☐ charts
_____ ☐ maps
_____ ☐ other: _________________
_____ ☐ dates
_____ ☐ graphs
_____ ☐ answers to questions
_____ ☐ numbers
_____ ☐ pictures

4.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning (e.g., school tasks—finding answers to study questions; personal care—identify temperature to set oven; leisure—checking rules of a game). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ match to a list of key information—dates, names, locations
_____ ☐ match to questions to be answered
_____ ☐ scan chapter titles and subtitles for specific words or phrases
_____ ☐ scan pictures or graphics for specific information
_____ ☐ other: _________________

4.4. Use skills and strategies to identify irrelevant information in a text or visual (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—following a diagram to assemble a piece of camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ asking yourself "How does this fit?"
_____ ☐ asking yourself "Is it needed?"
_____ ☐ comparing to similar examples or a model
_____ ☐ other: _________________

4.5. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
_____ ☐ identify first sentence or topic
_____ ☐ identify information that is repeated
_____ ☐ other: _________________
_____ ☐ paraphrase information
_____ ☐ scan chapter headings

4.6. Use skills and strategies to relate and integrate new information in text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ identify common elements or situations
_____ ☐ distinguish what is different
_____ ☐ relate new information to concepts already understood
_____ ☐ other: ____

4.7. Use skills and strategies to link information in text with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ create a first letter mnemonic _____ ☐ make a visual association
_____ ☐ determine order of events _____ ☐ other: ________________________

4.8. Predict outcomes or conclusions related to information in text based on previous knowledge to increase understanding (e.g., noting cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

Using Information Resources

4.9. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ other: ____

4.10. Use an appropriate source to obtain written information on current events. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ other: ____

4.11. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ atlas—road maps, distance charts, state capitals, population
_____ ☐ dictionary—definitions, spelling, syllabication
_____ ☐ encyclopedia—general information by subject
_____ ☐ textbook—information for instructional purposes
_____ ☐ magazine or newspaper—current information by subject
_____ ☐ directory—information lists by subject, agency, product
_____ ☐ other: ____

4.12. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., when completing a homework assignment, when locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ atlas _____ ☐ dictionary _____ ☐ encyclopedia
_____ ☐ textbook _____ ☐ magazine _____ ☐ newspaper
_____ ☐ directory _____ ☐ other: __________________

4.13. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ book—introduction, chapter titles
_____ ☐ magazine—titles, page numbers, authors
_____ ☐ newspaper—sections, page numbers
_____ ☐ other: ____

4.14. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, Website, or electronic database (e.g., when locating information about a topic of interest, when finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

4.15. Use an index to locate a subtopic by page number (e.g., when locating a specific recipe in a cookbook, when locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

4.16. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

4.17. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ bar graphs _____ ☐ pie charts _____ ☐ tables
_____ ☐ other: ____

4.18. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ roads _____ ☐ rivers, lakes _____ ☐ cities and towns
_____ ☐ mileage _____ ☐ direction _____ ☐ airports, parks
_____ ☐ other: ____

4.19. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ city or state map _____ ☐ atlas
_____ ☐ other: ____

Organizing Information

4.20. Identify characteristics of various structures used to organize information. (CL.B.1.In.3)

Specify: _____ ☐ chronological _____ ☐ alphabetical _____ ☐ categorical
_____ ☐ topic or subject _____ ☐ hierarchical or outlining
_____ ☐ other: ____

4.21. Choose structure for organizing information based on proposed use of that information. (CL.B.1.In.3)

Specify: _____ ☐ chronological _____ ☐ alphabetical _____ ☐ categorical
_____ ☐ topic or subject _____ ☐ hierarchical or outlining
_____ ☐ other: ______________________________

4.22. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

4.23. Organize information alphabetically when completing functional tasks (e.g., filing for later reference by listing names in order). (CL.B.1.In.3)

4.24. Locate an item by date when completing functional tasks (e.g., verifying a specific bank deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

4.25. Organize information chronologically when completing functional tasks (e.g., filing a receipt for later reference to return a purchased item, determining sequence of events). (CL.B.1.In.3)

4.26. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

4.27. Organize information by categories when completing functional tasks (e.g., when filing bills, when clustering similar kinds of pictures). (CL.B.1.In.3)

4.28. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a source for information about camping). (CL.B.1.In.3)

4.29. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

4.30. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a research report). (CL.B.1.In.3)

5. Identify author's purpose or point of view in written material.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

5.1. Identify purpose of different types of written material. (CL.B.1.In.2)

Specify: _____ ☐ narrative—stories _____ ☐ persuasive—advertising, campaigns
_____ ☐ technical—manuals _____ ☐ expository—information, reports
_____ ☐ other: ______________________________

5.2. Identify characteristics of different points of view of written material. (CL.B.1.In.2)

Specify: _____ ☐ from the author's point of view
_____ ☐ from a character's point of view
_____ ☐ from the narrator's point of view
_____ ☐ other: ______________________________

5.3. Identify examples of written material that represent different purposes and points of view. (CL.B.1.In.2)

Specify: _____ ☐ stories _____ ☐ plays or movies _____ ☐ poems
_____ ☐ newspaper articles _____ ☐ magazine articles _____ ☐ reports
_____ ☐ other: ______________________________

6. Determine whether information presented in a text is fact/opinion or fiction/nonfiction.

CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.2	interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

6.1. Use skills and strategies to determine whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ match information with other sources
_____ ☐ look for words such as *always, never*
_____ ☐ identify words that indicate feelings or emotions
_____ ☐ other: ______________________________

6.2. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisements with product reports). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ identify exaggerations _____ ☐ identify false claims
_____ ☐ evaluate realism _____ ☐ other: ______________________

7. Demonstrate knowledge of key elements in literature (e.g., plot, characters, setting, point of view, tone).

CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

7.1. Identify characteristics of key elements in stories, movies, and plays. (CL.B.1.In.2)
Specify: _____ ☐ characters _____ ☐ setting _____ ☐ plot

7.2. Identify examples of literature that represent different tones (e.g., humorous, melodramatic, sarcastic). (CL.B.1.In.2)
Specify: _____ ☐ stories _____ ☐ novels _____ ☐ plays _____ ☐ poems

7.3. Relate specific works of literature to personal feelings and experiences. (CL.B.1.In.2)
Specify: _____ ☐ stories _____ ☐ novels _____ ☐ plays _____ ☐ poems

8. Demonstrate study skills (e.g., notetaking; using mnemonics, associations, and imagery; researching; organizing; test-taking).

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Increasing Recall and Understanding

8.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

8.2. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ read aloud _____ ☐ paraphrase
_____ ☐ make a drawing or diagram _____ ☐ other: ____________________

8.3. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)

8.4. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ who, what, when, and where? _____ ☐ which, how, and why?
_____ ☐ other: ________________________________

8.5. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)

8.6. Use visual imagery to clarify and remember information for assignments. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ make mental pictures _____ ☐ create an analogy
_____ ☐ other: ______________________________

8.7. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)

8.8. Follow a systematic process when researching a topic for an assignment.
Specify: _____ ☐ identify the topic or main question
_____ ☐ specify questions to be answered
_____ ☐ conduct preliminary research using appropriate resources and references
_____ ☐ take notes and cite sources
_____ ☐ review notes and obtain additional information, if needed
_____ ☐ other: ______________________________

8.9. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

Using Feedback

8.10. Identify situations when feedback is commonly given for assignments (e.g., after you have answered a question, after you have finished a project). (CO.A.1.In.1, CO.A.1.Su.1)

8.11. Respond effectively to feedback given regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

8.12. Use feedback to make changes on assignments (e.g., correct a mistake, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

8.13. Give effective feedback to others when working together on assignments (e.g., identify what is correct or well done, point out any errors, suggest needed improvements). (CO.A.1.In.1, CO.A.1.Su.1)

8.14. Evaluate the correctness and accuracy of own work for assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ answers to tests _____ ☐ class assignments
_____ ☐ other: ______________________________

Problem Solving

8.15. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)

8.16. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

8.17. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

8.18. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)

Specify: _____ ☐ identify the problem
_____ ☐ identify alternatives
_____ ☐ choose appropriately from a variety of techniques
_____ ☐ implement solution
_____ ☐ evaluate results

8.19. Differentiate between problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others.

Planning and Time Management

8.20. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ personal _____ ☐ school

8.21. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ personal _____ ☐ school

8.22. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ personal _____ ☐ school

8.23. Use strategies to pace work so that assignments are completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ work according to schedule
_____ ☐ track subtasks on calendar
_____ ☐ begin subtasks on time
_____ ☐ other: ______________________________
_____ ☐ set an alarm clock as a reminder
_____ ☐ check off subtasks when completed
_____ ☐ adjust to unforeseen circumstances

Specify setting: _____ ☐ personal _____ ☐ school

8.24. Identify alternative approaches when faced with difficulty in completing assignments. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ try different techniques
_____ ☐ seek assistance from others
_____ ☐ other: ______________________________
_____ ☐ seek advice from others
_____ ☐ read the instructions or references

Specify setting: _____ ☐ personal _____ ☐ school

8.25. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ personal _____ ☐ school

8.26. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ personal _____ ☐ school

8.27. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific school-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ☐ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ☐ set up workstation with needed supplies, tools, and equipment before starting
_____ ☐ other: ______________________________

8.28. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ☐ personal _____ ☐ school

8.29. Use tools, equipment, and supplies safely and correctly for specific assignments (e.g., use for designated purposes only, wear proper protection when required, carry scissors with tips pointed down). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ☐ personal _____ ☐ school

8.30. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ☐ personal _____ ☐ school

8.31. Identify the characteristics and importance of being self-directed when completing assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ personal _____ ☐ school

8.32. Demonstrate self-directed behavior when completing assignments (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ personal _____ ☐ school

8.33. Identify the characteristics and importance of paying attention to details when completing assignments (e.g., stay focused, meet expectations, complete task or project). (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ ☐ personal _____ ☐ school

8.34. Demonstrate attentive behavior when completing assignments (e.g., staying on task, not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ ☐ personal _____ ☐ school

9. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).

CL.C.2.In.5	apply employability skills in the workplace.
CL.C.2.Su.5	apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

9.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)

9.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, when corresponding with co-workers, when working on a car). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ work hours—starting time, break, time card
_____ ☐ dress code—uniform, grooming
_____ ☐ locations—reception areas, parking, restrooms
_____ ☐ equipment—storage, maintenance, repairs, supplies
_____ ☐ other: ____________________________________

9.3. Identify information contained in graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ blueprints _____ ☐ floor plans _____ ☐ diagrams
_____ ☐ other: ____________________________________

9.4. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)

9.5. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking accuracy of correspondence, checking work to be done, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)

10. Use functional reading skills for use in the home and community (e.g., newspapers, directories, catalogues, instruction manuals).

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
- ___ physical prompt
- ___ assistive technology
- ___ verbal prompt
- ___ supervision
- ___ visual prompt
- ___ other: ____________________

10.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- _____ ☐ following a recipe
- _____ ☐ using information found on clothing labels regarding care requirements
- _____ ☐ using advertisements to select needed furniture, appliances, and personal goods
- _____ ☐ observing safety information and warning precautions
- _____ ☐ storing product manuals and warranties in one location
- _____ ☐ using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods
- _____ ☐ other: ________________________________

10.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- _____ ☐ learning and obeying local, state, and federal laws
- _____ ☐ identifying events and resources
- _____ ☐ other: ________________________________

10.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- _____ ☐ identifying the location and price of events, e.g., musical performances—concerts, dance performances, theatre, and plays; celebrations—holidays, parades, festivals
- _____ ☐ learning about the rules of a game or sport
- _____ ☐ obtaining information about a hobby or collection or other leisure interest
- _____ ☐ other: ________________________________

10.4. Demonstrate functional reading skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ communicating with others—using mail, telephone, e-mail
_____ ☐ using schedules for public transportation
_____ ☐ obtaining personal services—haircut, cleaning
_____ ☐ shopping for personal items, food, clothes
_____ ☐ obtaining emergency services—911, police, fire department
_____ ☐ other: ____________________________________

10.5. Identify sources of written information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)

10.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ headlines
_____ ☐ sports
_____ ☐ special features
_____ ☐ advertisements
_____ ☐ local news
_____ ☐ recreational activities
_____ ☐ comics
_____ ☐ classified ads
_____ ☐ other: ____________________________________

10.7. Use advertisements in newspapers, store handouts, and posters to complete personal care and productive and leisure activities in the home (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)

10.8. Use personal care information found in magazines or newspapers to complete functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)

10.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to complete functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of home care). (CL.B.1.In.2, CL.B.1.Su.2)

10.10. Use information found in newspapers or magazines regarding community activities and resources (e.g., community festivals, fairs, library events, speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)

10.11. Use information on packaged food products, medicines, and cleaning products appropriately to complete functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ storage
_____ ☐ instructions
_____ ☐ warning labels
_____ ☐ dosage
_____ ☐ other: ______________________________

11. Determine personal preferences for types of reading as a leisure activity.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

11.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ newspapers and magazines
_____ ☐ fiction—mystery, adventure, romance
_____ ☐ nonfiction—biographical, scientific, historical
_____ ☐ other: ______________________________________

11.2. Identify the appropriate time for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)

11.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)

11.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after school programs, camps, YMCA, community centers, libraries, book departments of stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)

11.5. Identify favorite stories or movies that are available in book form. (IF.A.1.In.1, IF.A.1.Su.1)

11.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)

11.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)

11.8. Read materials to gain information about preferred leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7810030
Course Title:	Communications: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to participate effectively at school, in the home, and in the community. Emphasis will be placed on the practical application of communication skills as they relate to functional tasks of personal life.

The content should include, but not be limited to, the following:

- responding to auditory stimulation
- using oral language appropriate to various life situations
- using augmentative communication systems
- interpreting gestures, cues, and body language

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This course may be used with students who require the assistance of communication systems including signing, communication boards, and other adaptive equipment. Course requirements should be modified as appropriate.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate receptive language skills.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Sounds

1.1. Identify the meaning of environmental sounds in various situations (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informing—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)

Specify sounds: _____ ☐ alerting _____ ☐ warning _____ ☐ informing
_____ ☐ other: ________________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

1.2. Identify the source or location of sounds in various situations (e.g., where a knock is coming from, where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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Objects, Areas, and Tasks

1.3. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, repairing a dripping faucet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ ☐ cooking—kitchen, stove, measuring cups, pots, pans
_____ ☐ laundry—washer, dryer, detergent, bleach, stain remover
_____ ☐ yard work—lawn, rake, lawnmower, shovel, hose
_____ ☐ home repair—garage, workshop, hammer, wrench, drill, plunger
_____ ☐ other: ______________________________________

1.4. Identify objects, areas, and tasks for workplace activities (e.g., answering the phone, copying information, changing oil, changing a tire, taking an order at the dry cleaner, setting up a work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ office—fax machine, copy machine, calculator, envelopes, stamps, desk
_____ ☐ food service—trays, drink machine, sugar caddies, refrigerator
_____ ☐ general—time card, locker, mailbox, files, uniform
_____ ☐ maintenance—broom, wastebasket, cleaning supplies
_____ ☐ other: ______________________________________

1.5. Identify objects, areas, and tasks for school activities (e.g., class assignments, homework assignments, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ classroom—desks, chalkboard, reference books, computers
_____ ☐ cafeteria—trays, drink containers, waste baskets
_____ ☐ school-wide facilities—media center, guidance, office, gymnasium, all-purpose room, bus
_____ ☐ lab or workshop—equipment, tools, scales, sink, supplies
_____ ☐ personal—folder, locker, textbook, workbook
_____ ☐ other: ______________________________________

1.6. Identify objects, areas, and tasks for productive activities in the community (e.g., mailing a letter, picking up a snack, shopping for groceries). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking
_____ ☐ eating out
_____ ☐ shopping
_____ ☐ using the library
_____ ☐ using the post office
_____ ☐ other: ______________

1.7. Identify objects, areas, and tasks for leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ sports
_____ ☐ crafts/hobbies
_____ ☐ entertainment
_____ ☐ outdoor activities
_____ ☐ other: ______________

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Pictures

1.8. Identify pictures of personal care objects in books, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ hygiene products and equipment _____ ☐ exercise equipment and areas
_____ ☐ dressing items and storage areas _____ ☐ other: ________________

1.9. Identify pictures of household objects in books, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ furniture _____ ☐ appliances _____ ☐ interior design
_____ ☐ supplies _____ ☐ entertainment _____ ☐ other: _________

1.10. Identify pictures of objects in the community in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ buildings _____ ☐ signs
_____ ☐ landmarks _____ ☐ other: ________________________________

1.11. Identify pictures in textbooks, reference materials, magazines, and newspapers used in school assignments and homework or on field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.2, CL.B.1.Su.2)

Words

1.12. Identify the meaning of frequently used words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ common expressions
_____ ☐ opposite concepts
_____ ☐ temporal concepts
_____ ☐ simple categories
_____ ☐ directional concepts
_____ ☐ other: ____

1.13. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)

1.14. Identify the meaning of common prefixes, suffixes, and endings. (CL.B.1.In.1, CL.B.1.Su.1)

1.15. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, project, supplies). (CL.B.1.In.1, CL.B.1.Su.1)

1.16. Identify the meaning of vocabulary when completing academic tasks (e.g., addition, punctuation, sequential order). (CL.B.1.In.2, CL.B.1.Su.2)

1.17. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for school, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal hygiene—brush, floss, shower, deodorant
_____ ☐ finances—balance checkbook, budget
_____ ☐ caring for clothes—wash, dry clean
_____ ☐ purchasing items—discount, sale, tax, charge
_____ ☐ other: ________________________________

1.18. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking—withdrawal, deposit, account number, balance
_____ ☐ library—library card, check out, due date, late charge
_____ ☐ post office—letter, stamp, express mail, package
_____ ☐ businesses—stores, services, clerk, customer, cashier
_____ ☐ volunteer service—organization, responsibilities, schedule
_____ ☐ other: ________________________________

1.19. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ entertainment
_____ ☐ outdoor activities
_____ ☐ hobbies
_____ ☐ sports
_____ ☐ events
_____ ☐ other: ________________________________

1.20. Identify the meaning of vocabulary related to workplace activities (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ work hours—starting time, break, time card
_____ ☐ dress code—uniform, grooming
_____ ☐ locations—reception areas, parking, restrooms
_____ ☐ equipment—storage, maintenance, repairs, supplies
_____ ☐ other: ________________________________

Signs and Symbols

1.21. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ cooking
_____ ☐ plumbing
_____ ☐ laundry
_____ ☐ yard care
_____ ☐ cleaning
_____ ☐ heating and cooling
_____ ☐ other: ________________________________

1.22. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ exit and entrance signs _____ ☐ restroom signs
_____ ☐ elevator signs _____ ☐ other: ____________________

1.23. Identify the meaning of words and symbols in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ order here _____ ☐ cashier
_____ ☐ no food or drink allowed _____ ☐ no smoking
_____ ☐ name of business _____ ☐ hours of operation
_____ ☐ no talking _____ ☐ other: ____________________

1.24. Accept assistance with and participate in the recognition and use of information when engaged in daily activities. (CL.B.1.Pa.1)

Specify type: _____ ☐ verbal _____ ☐ signs _____ ☐ symbols _____ ☐ pictures
_____ ☐ objects _____ ☐ actions _____ ☐ other: ________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Categories of Information

1.25. Locate information alphabetically (e.g., matching the first letter of a name in a simple phone directory). (CL.B.1.In.3)

1.26. Locate an item by category when completing functional tasks (e.g., selecting the right section of the store to find shampoo). (CL.B.1.In.3)

1.27. Organize information by date when completing functional tasks (e.g., making a scrap book depicting events during the school year). (CL.B.1.In.3)

2. Demonstrate expressive language skills.

CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.Pa.1	participate in expressing information in daily routines—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Expressing Ideas and Information

2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)

2.2. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls of a hospital). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ tone of voice _____ ☐ pitch
_____ ☐ fluency (rate and rhythm) _____ ☐ loudness
_____ ☐ duration _____ ☐ other: __________________________

2.3. Use appropriate language to express ideas and feelings clearly in various situations (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CL.B.2.In.2, CL.B.2.Su.2)
Specify all that apply: _____ ☐ opinion _____ ☐ fact _____ ☐ affection
_____ ☐ anger _____ ☐ sadness _____ ☐ happiness
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

2.4. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ school task—how to look up a reference, how to dress for physical education
_____ ☐ personal task—how to use the microwave, how to find a location
_____ ☐ leisure task—how to pack for vacation, how to take care of a pet
_____ ☐ other: ____

2.5. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.6. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.1.In.2, CL.B.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.7. Structure communication by sequential events to complete functional tasks (e.g., tell about a vacation, tell a story, give directions). (CL.B.2.In.2, CL.B.2.Su.2)

2.8. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class, make a presentation). (CL.B.2.In.2, CL.B.2.Su.2)

2.9. Structure communications using logical order to express information to accomplish functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ easy to difficult _____ ☐ general to specific
_____ ☐ least important to most important _____ ☐ specific to general
_____ ☐ most important to least important _____ ☐ cause and effect
_____ ☐ other: ____________________

2.10. Accept assistance with and participate in expressing information in daily routines. (CL.B.2.Pa.1)
Specify information: ____________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Expressing Needs and Desires

2.11. Use appropriate language to express desires effectively in various situations (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ requests _____ ☐ refusals _____ ☐ other: __________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

2.12. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CL.B.2.In.2, CL.B.2. Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.13. Use appropriate language to express the need for assistance in emergencies (e.g., alert others, describe emergency). (CL.B.2.In.2, CL.B.2. Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.14. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.15. Convey desires and needs effectively to familiar persons (e.g., ask for a drink of water when thirsty; indicate preference for desired person, object, or action; request item from service person). (CL.B.2.Pa.1)
Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ____________________

2.16. Request help or assistance. (CL.B.2.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ______________________________

2.17. Request termination of activities (e.g., ask to stop swinging on swing). (CL.B.2.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ______________________________

3. Demonstrate communication skills necessary for social interaction and community survival.

SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	interact acceptably with others within the course of social, vocational, and community living—with assistance.
CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1	participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Using Interpersonal Communication Skills

3.1. Identify characteristics of communication that promote positive relationships with others (e.g., using words others understand, using polite language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

3.2. Demonstrate characteristics of communication that promote positive relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.3. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello." informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.4. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.5. Accept assistance with and participate in greeting others. (SE. A.1.Pa.1)

Specify: _____ ☐ vocalize or gesture _____ ☐ point to person
_____ ☐ use assistive/augmentative device _____ ☐ verbalize or sign
_____ ☐ body movement _____ ☐ other: _____________________

Specify person: _____ ☐ family member _____ ☐ familiar peer
_____ ☐ familiar adult _____ ☐ unfamiliar peer
_____ ☐ unfamiliar adult _____ ☐ other: _____________________

3.6. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, finances, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs/school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons

3.7. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.8. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ initiating topics _____ ☐ maintaining topics
_____ ☐ taking turns _____ ☐ ending a conversation
_____ ☐ repairing communication breakdowns
_____ ☐ showing sensitivity to cultural differences
_____ ☐ other: _________________________________

3.9. Accept assistance with and engage in conversation with others. (CO.A.1.Pa.1)

Specify: _____ ☐ vocalize or gesture _____ ☐ point to person
_____ ☐ use assistive/augmentative device _____ ☐ verbalize or sign
_____ ☐ body movement _____ ☐ other: _____________________

Specify person: _____ ☐ family member _____ ☐ familiar peer
_____ ☐ familiar adult _____ ☐ unfamiliar peer
_____ ☐ unfamiliar adult _____ ☐ other: _____________________

3.10. Identify differences in communication skills needed for formal and informal situations (e.g., formal—using proper names, using a formal greeting and closing, maintaining eye contact with speaker; informal—using first names, using slang or casual terminology, using informal greeting and closing, not requiring constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

3.11. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

3.12. Demonstrate steps for introducing self to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.13. Identify communications and behaviors that compliment others (e.g., saying "Good job." "Well done." "I am impressed with your work." "I admire your ability."; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

3.14. Demonstrate communications and behaviors that compliment others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Initiating Communication

3.15. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify signal and situation: ______________________________

3.16. Use acceptable words or phrases to gain attention and begin communication with others in various situations (e.g., "Hello, I'm . . . ." "I want to say something." "I'd like to talk with you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.17. Alert peers or others to desire for interaction. (SE.A.1.Pa.1)
Specify: _____ ☐ touch referent object
_____ ☐ vocalize or gesture
_____ ☐ use assistive/augmentative device
_____ ☐ other: ______________________
_____ ☐ point to actual object
_____ ☐ verbalize or sign
_____ ☐ body movement

Responding to Communication

3.18. Respond appropriately to actions and expressions of emotion of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.19. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.20. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the object/action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.21. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.22. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.23. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response). (CO.A.1.Pa.1)
Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons

3.24. Change body tone or produce body movement in response to one or more stimuli. (CO.A.1.Pa.1)
Specify: _____ ☐ turn head _____ ☐ move toward stimuli
_____ ☐ move eyes _____ ☐ change facial expression
_____ ☐ raise or lower voice _____ ☐ other: ______________________________
Specify type of stimuli: _____ ☐ auditory _____ ☐ tactile _____ ☐ voice _____ ☐ visual

3.25. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ☐ intentional body or head movement—move or turn toward speaker
_____ ☐ facial expressions—look at speaker, smile, blink
_____ ☐ oral communication—respond verbally
_____ ☐ use gestures—nod head

3.26. Respond to cued commands (e.g., verbal—saying someone's name; non-verbal signs—come here, stop, one minute) through one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ☐ vocalization _____ ☐ body movements
_____ ☐ facial expressions _____ ☐ gestures
_____ ☐ verbalization or signing _____ ☐ other: ______________________________

Functional Communication

3.27. Demonstrate functional communication skills in various situations.

Specify skill: _____ ☐ initiating activities
_____ ☐ requesting assistance
_____ ☐ requesting equipment, tools, or supplies
_____ ☐ conveying personal needs or desires
_____ ☐ responding accurately to directions, prompts, or questions

Specify situation: _____ ☐ personal care and health activities
_____ ☐ productive activities in the home
_____ ☐ productive activities in the community
_____ ☐ leisure activities
_____ ☐ selecting or using community resources

Using Listening Skills

3.28. Identify the components of the listening process in order to listen more effectively in conversations and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

3.29. Identify behaviors that indicate that one is listening (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

3.30. Identify the difference between attentive and nonattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

3.31. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ listening for content
_____ ☐ paying attention to cues—first, second..., in summary, most important
_____ ☐ linking what is heard to prior knowledge and experiences
_____ ☐ considering emotional meaning
_____ ☐ other: ________________________________

3.32. Use strategies to improve effectiveness of own listening (e.g., empathize and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

3.33. Use skills and strategies to remember and understand oral directions more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ repeat directions
_____ ☐ write directions
_____ ☐ other: ________________________________

_____ ☐ paraphrase directions
_____ ☐ make a drawing or diagram

3.34. Use skills and strategies to remember and understand directions involving demonstrations or models more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ verbalize key features or steps
_____ ☐ break into smaller components for practice
_____ ☐ practice with physical guidance
_____ ☐ practice with verbal prompting
_____ ☐ other: ________________________________

4. Demonstrate communication skills involving telephone use.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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4.1. Identify telephones and their parts. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ rotary dial, push-button _____ ☐ handset _____ ☐ answering machine
_____ ☐ other: ________________________________

4.2. Identify different types of telephones in various settings (e.g., handsets, wall phones, decorator phones, cordless phones, cellular phones, pay phones, telecommunication devices for the speech or hearing impaired [TDDs]). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.3. Demonstrate the specific knowledge and skills required to use a telephone. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ knowing function and use of telephone parts
_____ ☐ knowing function of various signals and tones
_____ ☐ knowing correct way to dial local and long distance numbers
_____ ☐ knowing how to get assistance with other telephone services
_____ ☐ using a telephone directory
_____ ☐ using emergency numbers such as 911
_____ ☐ using basic information numbers such as 411
_____ ☐ using pay telephone
_____ ☐ other: ________________________________

4.4. Demonstrate specific knowledge and skills required to communicate by telephone. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ what to say when answering the phone—Hello. This is...
_____ ☐ what to say when making a call—Hello. This is... Is...there?
_____ ☐ what to say when ending a call—Goodbye. Talk to you later.
_____ ☐ how to leave a message
_____ ☐ how to take a message
_____ ☐ how to carry on a conversation on the phone
_____ ☐ other: ______________________________

4.5. Record a telephone message to accurately reflect information from incoming calls. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ caller's name
_____ ☐ time
_____ ☐ other: ______________________________
_____ ☐ date
_____ ☐ phone number
_____ ☐ who they represent
_____ ☐ message

5. Demonstrate awareness of gestures, cues, and body language used by self and others.

CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1	participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial
____ assistive technology ☐ full ☐ partial

5.1. Identify the meaning of gestures, body language, and hand signals used while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

5.2. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

5.3. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ facial expressions
_____ ☐ gestures
_____ ☐ hand signals
_____ ☐ sounds
_____ ☐ body language
_____ ☐ other: ________________________

5.4. Demonstrate appropriate nonverbal behaviors and communications in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.5. Accept assistance with and participate in responding appropriately to gestures, cues, and body language used by others when communicating. (CO.A.1.Pa.1)

5.6. Indicate physical discomfort appropriately through observable behaviors (e.g., facial expressions, vocalization, movement). (CO.A.1.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ body movement
_____ ☐ other: ______________________________

6. Use an appropriate communication system according to individual needs and capabilities.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

6.1. Identify different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)

6.2. Use a communication system for acquiring information and meeting communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.Su.1)

Specify system: _____ ☐ sign language _____ ☐ total communication
_____ ☐ finger spelling _____ ☐ augmentative communication
_____ ☐ verbal language _____ ☐ symbol system
_____ ☐ other: ______________________________

6.3. Identify need for own communication system and request its use in various situations. (CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

6.4. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

6.5. Identify and perform basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

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6.6. Use one or more access modes to access own communication system in various situations. (CO.A.1.Su.1)

Specify mode: _____ ☐ activate a switch (eye gaze, manual board, electronic device)
_____ ☐ use a scanning array (linear, row/column, block, circular, quadrant, group)
_____ ☐ select directly (touching)
_____ ☐ other: ______________________________

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.7. Use a presented symbol system to communicate in various situations. (CO.A.1.Su.1)

Specify: _____ ☐ objects _____ ☐ realistic pictures
_____ ☐ blackline drawings _____ ☐ icons (multiple meanings)
_____ ☐ written words _____ ☐ other: ______________

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.8. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)

Specify system: _____ ☐ initiating topics _____ ☐ maintaining topics
_____ ☐ taking turns _____ ☐ ending a conversation
_____ ☐ repairing communication breakdowns
_____ ☐ showing sensitivity to cultural differences
_____ ☐ other: ______________________________

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.9. Select and modify systems of communication to accommodate a variety of settings between student and another (e.g., use of sign language and verbal communication, use of augmentative and verbal communication). (CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

6.10. Express and/or interpret ideas, information, attitudes, relationships, and experiences using sign language or total communication system. (CO.A.1.In.1, CO.A.1.Su.1)

Specify system: _____ ☐ sign language _____ ☐ total communication system

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.11. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify method: _____ ☐ speech reading _____ ☐ finger spelling _____ ☐ sign language

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

6.12. Accept assistance with and participate in use of own communication system. (CO.A.1 Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7812010
Course Title:	Mathematics: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- number systems, including whole numbers, fractions, and decimals
- number operations and computation
- measurement concepts in length, weight, volume, time, and money
- geometric concepts
- algebraic concepts, including problem solving
- probability and chance
- use of calculators

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 mathematics in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Mathematics, Grades 6-8.

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair;
  partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate knowledge of number systems and concepts including whole numbers, fractions, and decimals.**

CL.B.3.In.2	identify mathematical concepts and processes to solve problems.
CL.B.3.Su.2	identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Numbers

1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

1.2. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000 _____ ☐ to 10,000
_____ ☐ to 100,000

1.3. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ______ ☐ to 10 ______ ☐ to 100 ______ ☐ to 1000

1.4. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ by 2s _____ ☐ by 5s _____ ☐ by 10s _____ ☐ by 100s

1.5. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000 _____ ☐ to 10,000
_____ ☐ to 100,000

1.6. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000 _____ ☐ to 10,000
_____ ☐ to 100,000

1.7. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ first, middle, last _____ ☐ to 5th _____ ☐ to 10th
_____ ☐ to 100th

1.8. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n ________________________________

1.9. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.1, CL.B.2.Su.1)
Specify range: 0-n ________________________________

1.10. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n ________________________________

1.11. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: first-nth ______________________________

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Place Value

1.12. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers: _____ ☐ 1s _____ ☐ 10s _____ ☐ 100s
_____ ☐ 1000s _____ ☐ 10,000s _____ ☐ 100,000s
Specify decimals: _____ ☐ tenths _____ ☐ hundredths _____ ☐ thousandths

1.13. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers: _____ ☐ 1s _____ ☐ 10s _____ ☐ 100s
_____ ☐ 1000s _____ ☐ 10,000s _____ ☐ 100,000s
Specify decimals: _____ ☐ tenths _____ ☐ hundredths _____ ☐ thousandths

Fractions/Decimals/Percents

1.14. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ halves _____ ☐ thirds _____ ☐ fourths _____ ☐ fifths
_____ ☐ sixths _____ ☐ eighths _____ ☐ tenths _____ ☐ twelfths
_____ ☐ other: ______________________________

1.15. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

1.16. Identify the decimal equivalent of a percent (e.g., 98% = .98, 32% = .32) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

1.17. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 1/2 = 50% _____ ☐ 1/4 = 25% _____ ☐ 3/4 = 75%
_____ ☐ 1/3 = 33% _____ ☐ 2/3 = 67% _____ ☐ other: ______________

1.18. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n ______________________________

1.19. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.1, CL.B.2.Su.1)

1.20. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

1.21. Write numerals with fractions when completing functional tasks (e.g., writing a recipe, making a building plan). (CL.B.2.In.1, CL.B.2.Su.1)

2. Use estimation in problem solving and computation.

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ______________________

2.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)

2.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill a gas tank, estimating the hourly rate of automobile speed). (CL.B.3.In.2, CL.B.3.Su.2)

2.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)

2.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year, estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)

2.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)

2.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right-sized bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)

2.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how much fruit must be purchased, estimating weight of food when dieting, estimating weight that can be lifted when working out). (CL.B.3.In.2, CL.B.3.Su.2)

3. Add and subtract whole numbers, decimals, and fractions to solve problems related to real world situations.

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

Addition

3.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

3.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

3.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify:
_____ ☐ single digit
_____ ☐ decimals
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ fractions, mixed numbers
_____ ☐ with regrouping

Specify method:
_____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: ____________________

3.4. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:
_____ ☐ single digit
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ with regrouping

Specify method:
_____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: ____________________

3.5. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:
_____ ☐ single digit
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ with regrouping

Specify method:
_____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: ____________________

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3.6. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border paper is needed to fit the wall, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ like denominators
_____ ☐ mixed numbers
_____ ☐ unlike denominators

Subtraction

3.7. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)

3.8. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to deliver, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to drive). (CL.B.3.In.1, CL.B.3.Su.1)

3.9. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ single digit
_____ ☐ decimals
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ fractions, mixed numbers
_____ ☐ with regrouping

Specify method: _____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: ____________________

3.10. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ single digit
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ with regrouping

Specify method: _____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: ____________________

3.11. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing a checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

3.12. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much faster one classmate ran in a race compared to another, determining how much greater the width of the room is than the length). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ like denominators
_____ ☐ mixed numbers
_____ ☐ unlike denominators

4. Multiply and divide whole numbers, decimals, and fractions to solve problems related to real world situations.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____________

Multiplication

4.1. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

4.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

4.3. Multiply numbers accurately to accomplish a functional task. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ decimals _____ ☐ fractions, mixed numbers
_____ ☐ without regrouping _____ ☐ with regrouping
Specify method: _____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: ____________________

4.4. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ without regrouping _____ ☐ with regrouping
Specify method: _____ ☐ mentally _____ ☐ uses a table or chart
_____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: ____________________

4.5. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

4.6. Multiply numbers with fractions to accomplish functional tasks (e.g., determining amount of discount from a sale, calculating how many square yards for new carpet, determining overtime if salary equals time and a half). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ like denominators _____ ☐ unlike denominators
_____ ☐ mixed numbers

Division

4.7. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [÷]). (CL.B.3.In.1, CL.B.3.Su.1)

4.8. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

4.9. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify:
_____ ☐ single digit
_____ ☐ decimals
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ fractions, mixed numbers
_____ ☐ with regrouping

Specify method:
_____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: _____________________

4.10. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:
_____ ☐ single digit
_____ ☐ without remainders
_____ ☐ multiple digits
_____ ☐ with remainders

Specify method:
_____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: _____________________

4.11. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly savings to reach annual goal, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

4.12. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many tiles are needed for a border). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:
_____ ☐ like denominators
_____ ☐ mixed numbers
_____ ☐ unlike denominators

4.13. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

5. Demonstrate functional knowledge of ratio, proportion, and percent (e.g., simple interest, composition of liquids, size of objects).

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

5.1. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)

5.2. Identify situations in daily living when percent is used (e.g., calculating grades, sales prices and interest; charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

5.3. Solve problems with numbers expressed as percents to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

5.4. Identify the meaning of the concept of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)

5.5. Identify situations in daily living when ratio is used (e.g., mixing cleaning solutions). (CL.B.3.In.1, CL.B.3.Su.1)

5.6. Solve problems involving ratios to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

5.7. Identify the meaning of the concept of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)

5.8. Identify situations in daily living when proportion is used (e.g., scale drawings used in interior design). (CL.B.3.In.1, CL.B.3.Su.1)

5.9. Solve problems involving proportions to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

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6. Use measurement concepts involving length, weight, and volume to solve problems related to real world situations.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Linear Measurement

6.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ inches _____ ☐ feet _____ ☐ yards _____ ☐ miles
_____ ☐ centimeters _____ ☐ meters _____ ☐ other: ____________________

6.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ linear—in., ft., yd., mi., cm., m. _____ ☐ area—sq. ft., sq. yd., sq. mi.
_____ ☐ other: ____________________

6.3. Identify the most appropriate tools and equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ ruler _____ ☐ tape measure _____ ☐ yard stick
_____ ☐ other: ____________________

6.4. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ ruler _____ ☐ tape measure _____ ☐ yard stick
_____ ☐ other: ____________________

6.5. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ 12 inches = 1 foot _____ ☐ 3 feet = 1 yard
_____ ☐ 36 inches = 1 yard _____ ☐ other: ____________________

6.6. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ no conversion _____ ☐ conversion

Volume/Capacity

6.7. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ cup _____ ☐ pint _____ ☐ quart _____ ☐ gallon
_____ ☐ liter _____ ☐ teaspoon _____ ☐ tablespoon
_____ ☐ other: ________________________________

6.8. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ volume—c., tsp., tbs., gal., l. _____ ☐ other: ________________

6.9. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ measuring cups and spoons _____ ☐ containers marked by volume
_____ ☐ other: ________________________________

6.10. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ cup _____ ☐ pint _____ ☐ quart _____ ☐ gallon
_____ ☐ liter _____ ☐ teaspoon _____ ☐ tablespoon
_____ ☐ other: ________________________________

6.11. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many tablespoons it takes to fill 1/4 cup, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 3 teaspoons = 1 tablespoon _____ ☐ 4 cups = 1 quart
_____ ☐ 4 quarts = 1 gallon _____ ☐ other: ________________

6.12. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a one-liter bottle of soda, getting the right size of can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ no conversion _____ ☐ conversion

Weight

6.13. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, weighing chemicals in science class, buying produce at a store). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ ounce _____ ☐ pound _____ ☐ ton
_____ ☐ gram _____ ☐ kilogram
_____ ☐ other: ______________________

6.14. Identify abbreviations for weight measurement units when completing functional tasks (e.g., filling out a weight chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ weight—oz., lb., g., kg. _____ ☐ other: ______________________

6.15. Identify the most appropriate tools and equipment to measure weight to complete functional tasks (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ bathroom scales _____ ☐ postal scales _____ ☐ produce scales
_____ ☐ other: ______________________

6.16. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing the tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ bathroom scales _____ ☐ postal scales _____ ☐ produce scales
_____ ☐ other: ______________________

6.17. Identify equivalents for units of weight when completing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 16 ounces = 1 pound _____ ☐ 2000 pounds = 1 ton
_____ ☐ other: ______________________

6.18. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa are needed to make hot chocolate). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ no conversion _____ ☐ conversion

7. Use measurement concepts involving time, temperature, and money to solve problems related to real world situations.

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

Course Number: 7812010 - Mathematics: 6-8

Time

7.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ seconds, minutes, hours _____ ☐ days, weeks, months, years
_____ ☐ seasons of the year _____ ☐ now, later, future, past
_____ ☐ today, tomorrow _____ ☐ other: _____________

7.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ time—min., hr., wk., mo., yr., Tues., Dec.
_____ ☐ other: ____

7.3. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 90-minute activity). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 60 seconds = 1 minute _____ ☐ 60 minutes = 1 hour
_____ ☐ 24 hours = 1 day _____ ☐ 7 days = 1 week
_____ ☐ other: ____

7.4. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, estimating time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)

Specify type of clock: _____ ☐ analog _____ ☐ digital
Specify interval: _____ ☐ hour/half hour _____ ☐ minutes

7.5. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

7.6. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ conversion _____ ☐ no conversion

7.7. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ conversion _____ ☐ no conversion

Temperature

7.8. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from a country that uses the metric system, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ degrees Fahrenheit _____ ☐ degrees Celsius

7.9. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ freezing and boiling points of water _____ ☐ normal body temperature
_____ ☐ comfortable room temperature _____ ☐ other: ____________________

7.10. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

7.11. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ thermometers—weather, oral, cooking
_____ ☐ thermostat—furnace, car, motor
_____ ☐ other: ____

7.12. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ thermometer—weather, oral, cooking
_____ ☐ thermostat—furnace, car, motor
_____ ☐ other: ____

7.13. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

7.14. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00
_____ ☐ to $100.00 _____ ☐ other: ____________________________________

7.15. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a $2.00 item, paying for the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00
_____ ☐ to $100.00 _____ ☐ other: ____________________________________

7.16. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

7.17. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00
_____ ☐ to $100.00 _____ ☐ other: ____________________________________

7.18. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00
_____ ☐ to $100.00 _____ ☐ other: ______________________________

7.19. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

7.20. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

7.21. Calculate correct change to accomplish functional tasks (e.g., making sales of items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $10.00
_____ ☐ to $20.00 _____ ☐ to $100.00 _____ ☐ other: ______________

7.22. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

7.23. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

7.24. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)

8. Demonstrate functional knowledge of basic concepts of geometry and spatial relationships related to activities of daily living (e.g., use of two- and three-dimensional shapes, changes in shapes and forms, relationship among objects in space).

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

8.1. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ square _____ ☐ rectangle _____ ☐ triangle _____ ☐ circle

8.2. Identify three-dimensional shapes to accomplish functional tasks (e.g., selecting a tube for packaging a poster for shipping, making a cone for frosting a cake). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ cube _____ ☐ sphere _____ ☐ cylinder _____ ☐ cone

8.3. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)

8.4. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, hanging a bulletin board, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)

8.5. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing parallel lines on a paper to write a letter, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)

8.6. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)

8.7. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

9. Apply functional algebraic problem-solving strategies in real world situations (e.g., classification schemes, formulas, patterns, graphs).

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Algebraic Thinking

9.1. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of a flight of stairs). (CL.B.3.In.1, CL.B.3.Su.1)

9.2. Apply a pattern or relationship to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., doubling a recipe doubles all ingredients). (CL.B.3.In.2, CL.B.3.Su.2)

9.3. Identify the variables and operations expressed in an equation by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill x 15%; centering a picture—length/2; calculating unit costs—price is 3 lbs./$1). (CL.B.3.In.1, CL.B.3.Su.1)

9.4. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room—l x w; to determine the overdue book fine—days x fine each day; to determine amount of time it will take to travel to a different city—distance divided by rate = time). (CL.B.3.In.2, CL.B.3.Su.2)

9.5. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel—given the distance and time— r = d/t; calculating salary—given hourly wage and hours worked—wage x hours = salary). (CL.B.3.In.2, CL.B.3.Su.2)

9.6. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems

9.7. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: _____ ☐ determine nature of the problem
_____ ☐ select correct technique
_____ ☐ make reasonable estimate of results
_____ ☐ apply operation or procedures to obtain result
_____ ☐ check results for accuracy
_____ ☐ explain results
_____ ☐ other: ________________________________

9.8. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

9.9. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.2, CL.B.4.Su.2)

Specify: _____ ☐ drawing pictures or diagrams
_____ ☐ paraphrasing
_____ ☐ other: ________________________________
_____ ☐ using concrete objects
_____ ☐ using models

10. Demonstrate awareness of concepts of probability and chance in activities of daily living (e.g., predict likelihood, use drawings to display possible outcomes, identify patterns in objects or events).

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

10.1. Identify the meaning of basic concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.3.Su.1)

10.2. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win; in a playoff series for a championship). (CL.B.3.In.1, CL.B.3.Su.1)

10.3. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., chance of meeting the President, likelihood of your football team winning the next game). (CL.B.3.In.2, CL.B.3.Su.2)

10.4. Determine the odds for and the odds against a given situation (e.g., raining on a particular day, winning the lottery). (CL.B.3.In.2, CL.B.3.Su.2)

11. Interpret graphs, tables, and other types of data displays to solve problems related to daily living.

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

11.1. Identify functional situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

11.2. Identify the meaning of measures of central tendency to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ mean (average)—estimating the average cost of school supplies
_____ ☐ mode (most frequent)—determining when a restaurant has the most customers

11.3. Solve problems using measures of central tendency to accomplish functional tasks (e.g., determining the most frequent exam scores, determining the average number of customers for a paper route). (CL.B.3.In.2, CL.B.3.Su.2)

11.4. Identify the meaning of information that is displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ charts _____ ☐ graphs _____ ☐ tables
_____ ☐ other: ________________________________

11.5. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

12. Use calculators and other electronic tools to assist with computation.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

12.1. Identify the most appropriate electronic tool to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.2, CL.C.2.Su.2)

12.2. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.C.2.In.2, CL.C.2.Su.2)

12.3. Demonstrate skills needed to use a calculator correctly. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ☐ turning on and off
_____ ☐ entering a number
_____ ☐ entering a function—add, subtract, multiply, divide
_____ ☐ getting a total
_____ ☐ using percent
_____ ☐ clearing the display
_____ ☐ correcting a mistake
_____ ☐ other: ________________________________

12.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.C.2.In.2, CL.C.2.Su.2)

1999

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics - Subject Areas
Course Number: 7820010
Course Title: Science: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- life science:
    - plants and animals
    - human growth and development
- physical science:
    - matter and energy
    - force and motion
- earth science:
    - climate and weather
    - the solar system
    - ecology and the environment
- application of scientific knowledge

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 science in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Science, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Use the scientific method and general science skills to solve problems (e.g., making observations, using scientific tools, conducting experiments, using safe procedures).

CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________

1.1. Identify characteristics of major elements of the scientific process. (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ ☐ using methods and tools of observation and measurement
_____ ☐ experimenting and reproducing results
_____ ☐ controlling conditions
_____ ☐ testing hypotheses and investigating
_____ ☐ determining cause and effect and making inferences
_____ ☐ drawing conclusions based on observations
_____ ☐ other: ____

1.2. Identify basic apparatus and equipment used for scientific study.

Specify: _____ ☐ beakers, test tubes, pipette
_____ ☐ microscope, magnifying glass, thermometer
_____ ☐ scales, other measurement devices
_____ ☐ other: ______________________________

1.3. Identify and follow safety practices and considerations needed when conducting scientific activities. (CL.B.4.In.2, CL.B.4.Su.2)

Specify: _____ ☐ wear protective goggles, clothing, gloves
_____ ☐ use and store chemicals appropriately
_____ ☐ handle materials and animals appropriately
_____ ☐ use equipment, including gas and electrical devices appropriately
_____ ☐ identify hazards and potentially dangerous situations—
flame, fumes, broken glass, poisons
_____ ☐ respond effectively to emergency situations
_____ ☐ other: ______________________________

1.4. Follow a systematic approach using scientific concepts and processes to solve problems in accomplishing functional tasks (e.g., predicting what will happen if I put too much air in a bicycle tire, testing which type of battery will last longer in a portable CD player). (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: _____ ☐ determine the question to be answered
_____ ☐ select subjects, conditions, and treatments
_____ ☐ make reasonable hypothesis
_____ ☐ apply treatment or procedures to obtain result
_____ ☐ check results for accuracy and reliability
_____ ☐ explain results
_____ ☐ other: ______________________________

2. Use skills to locate information and present ideas regarding knowledge about science and its application to personal life and the community.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Course Number: 7820010 - Science: 6-8

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

2.1. Identify general sources of information about science that are reliable and accurate to complete school assignments and functional tasks (e.g., looking up information about a type of fish, researching public issues). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ other: ______________________________

2.2. Identify types of information in reference books or resources on science (e.g., descriptions and diagrams of scientific concepts, results of research, definitions). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ textbooks _____ ☐ encyclopedias _____ ☐ reference books
_____ ☐ other: ______________________________

2.3. Use information related to science from various types of books and resources. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ textbooks _____ ☐ encyclopedias _____ ☐ reference books
_____ ☐ other: ______________________________

2.4. Evaluate the correctness and accuracy of information in materials used in science (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

2.5. Use strategies to relate and integrate new information about science with own previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ identify common elements or events
_____ ☐ distinguish what is different
_____ ☐ relate new information to concepts already understood
_____ ☐ other: ______________________________

2.6. Communicate information about science in an accurate, complete, and objective manner using written or verbal formats (e.g., tell another what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of an experiment for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ notes _____ ☐ summaries _____ ☐ reports
_____ ☐ other: ______________________________

2.7. Document activities or experiments performed accurately (e.g., keep an accurate record of observations, keep an accurate journal, keep track of daily measurements). (CL.B.2.In.1, CL.B.2.Su.1)

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2.8. Organize information about science based on intended use. (CL.B.1.In.3)

Specify: _____ ☐ by date
_____ ☐ by categories
_____ ☐ by characteristics
_____ ☐ other: ________________________________
_____ ☐ by classification
_____ ☐ by topics or events
_____ ☐ by size

3. Demonstrate awareness of plants and animals in the environment (e.g., basic needs of living things, relation to environment, life cycle).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

3.1. Identify major characteristics of living organisms.

Specify: _____ ☐ basic needs and habitats—relation to environment
_____ ☐ major functions—birth, growth and development, reproduction, and death
_____ ☐ major structures—cells, tissues, organs, and systems
_____ ☐ major classifications and groups—species, phylum, class
_____ ☐ other: ________________________________

Plant Life

3.2. Identify characteristics of plant life.

Specify: _____ ☐ basic needs—air, water, light, and habitats
_____ ☐ parts of a plant—cell, root, stem, leaf, flower, cone, fruit, seed
_____ ☐ major types of plants—flowering, leafy, pine, cactus
_____ ☐ characteristics and types of plants in the local environment
_____ ☐ other: ________________________________

3.3. Identify events in the life cycle of a plant and the process of plant reproduction.

3.4. Identify ways that humans or animals use plants for food, medicines, clothing, tools, building materials, and other types of products.

3.5. Identify how plants adapt structurally to their environment, including the effects of variations in the amount of water, heat, and light on plant growth.

3.6. Identify various structures and reactions of plants for survival (e.g., thorns, fold-up leaves, protective odor, bitter taste).

3.7. Identify common plants that are poisonous to humans and what to do when exposed to such plants (e.g., poinsettia, poison ivy, poison oak, poison sumac, mistletoe, toadstools, oleander).

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Animal Life

3.8. Identify characteristics of animal life.
Specify: _____ ☐ basic needs—air, water, food
_____ ☐ habitats—water, land
_____ ☐ parts of an animal—cells, tissues, organs, systems
_____ ☐ major types of animals—vertebrates and invertebrates
vertebrates—mammals, birds, reptiles, amphibians, fish
invertebrates—insects, sponges, corals, one-celled animals
_____ ☐ characteristics and types of animals in the local environment
_____ ☐ other: ______________________________

3.9. Identify events in the life cycle of an animal and the process of animal reproduction.
Specify: _____ ☐ reproductive processes
_____ ☐ developmental stages
_____ ☐ metamorphosis
_____ ☐ other: ______________________________

3.10. Identify ways that humans use animals for food, medicines, clothing, work, and pets.

3.11. Identify how animals are adapted to their environments (e.g., white fur on polar bears, camouflage color on snakes).

3.12. Identify various structures and reactions of animals for survival (e.g., coloring, poison, speed, teeth, horns, barbs, protective odor, bitter taste).

3.13. Identify common animals that may be dangerous to humans and what to do when exposed to such animals (e.g., poisonous snakes, insects, sea life; animals with rabies or other diseases).

3.14. Demonstrate awareness that some animals are endangered species and that it is important to protect them (e.g., sea turtles, spotted owls).

Aquatic Life

3.15. Identify characteristics of aquatic life.
Specify: _____ ☐ saltwater and freshwater habitats
_____ ☐ mammals, fish, and other aquatic animals
_____ ☐ algae, kelp, seaweed, and other aquatic plants
_____ ☐ types of aquatic life and environments in the local environment
_____ ☐ other: ______________________________

3.16. Identify ways that humans use aquatic life and environments for food, medicines, other products, recreation, and pets.

4. Demonstrate awareness of growth and development of human body systems and their functions relevant to personal needs (e.g., digestive system, reproduction, nutrition).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

4.1. Demonstrate awareness of major body systems including their structures and functions (e.g., cells, tissues, organs).

Specify:
_____ ☐ circulatory
_____ ☐ excretory
_____ ☐ skeletal
_____ ☐ respiratory
_____ ☐ reproductive
_____ ☐ muscular
_____ ☐ digestive
_____ ☐ nervous
_____ ☐ other: ______________

4.2. Demonstrate awareness of how the various systems of the body are related to each other.

4.3. Demonstrate awareness of basic concepts of human growth and maturation.

Specify:
_____ ☐ major stages of growth—infancy, childhood, adolescence, adulthood, old age
_____ ☐ physical, mental, and emotional changes of humans
_____ ☐ other: ______________________________

4.4. Demonstrate awareness of basic concepts of heredity and reproduction.

Specify:
_____ ☐ development of the reproductive system—males and females
_____ ☐ process of fertilization and stages of pregnancy
_____ ☐ the birth process
_____ ☐ individual responsibilities in family planning
_____ ☐ risks of diseases, tobacco use, alcohol use, and other drug use to the fetus
_____ ☐ knowledge of heredity, i.e., characteristics that are inherited from parents
_____ ☐ other: ______________________________

4.5. Identify basic physical needs of the human body, including food, air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)

4.6. Identify the effects of common diseases on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
_____ ☐ common communicable diseases and symptoms
_____ ☐ life threatening diseases—cancer, heart disease, emphysema
_____ ☐ sexually transmitted diseases, including HIV/AIDS
_____ ☐ other: ______________________________

4.7. Demonstrate awareness of the effects of nutrition on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ using the Food Guide Pyramid for a balanced diet
_____ ☐ identifying common effects of malnutrition
_____ ☐ distinguishing nutrient-dense from nutrient-poor foods
_____ ☐ identifying the impact of emotional problems on nutrition
_____ ☐ other: ____________________

4.8 Demonstrate awareness of the effects of drugs and other chemicals on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ use of prescription and nonprescription drugs
_____ ☐ allergic drug reactions
_____ ☐ impact of tobacco and alcohol
_____ ☐ relation of emotional and social problems with alcohol and other drug abuse
_____ ☐ other: ____________________

4.9. Demonstrate awareness of the effects of exercise and rest on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ benefits of a regular exercise program—weight control, stamina
_____ ☐ types of exercise—aerobic, strength-conditioning
_____ ☐ use of exercise to relieve stress
_____ ☐ importance of sleep and rest in maintaining body's functions
_____ ☐ impact of chronic fatigue on body's functions
_____ ☐ other: ____________________

4.10. Demonstrate awareness of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ effects of positive outlook and social relationships on health and illness
_____ ☐ negative impacts of emotional and social factors—
eating disorders, digestive disorders, addictions
_____ ☐ impact of positive and negative role models and peer pressure
_____ ☐ other: ____________________

4.11. Demonstrate awareness of the importance of maintaining good personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ acceptable personal hygiene habits
_____ ☐ acceptable personal appearance
_____ ☐ importance to physical health
_____ ☐ importance to social relationships
_____ ☐ other: ____________________

4.12. Demonstrate awareness of first aid techniques. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ stopping bleeding and applying bandages
_____ ☐ taking care of burns, poisons, and wounds
_____ ☐ using cardiopulmonary resuscitation (CPR)
_____ ☐ getting help when needed
_____ ☐ other: ____________________

4.13. Identify sources of medical assistance and emergency help (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers, 911, police, fire department, emergency centers). (IF.A.1.In.1, IF.A.1.Su.1)

5. Demonstrate awareness of the ecology of natural resources and the importance of protection of the natural systems in the local and regional environment (e.g., recycling, human responsibility for the environment).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

5.1. Identify characteristics of the physical environment of the earth.
Specify: _____ ☐ composition of land—soil, sand, rocks, minerals
_____ ☐ composition of the ocean and other bodies of water
_____ ☐ physical features of the earth's surface—topography of land and sea
_____ ☐ forces that change the surface of the earth—weather, man, earthquake, erosion
_____ ☐ other: ____________________

5.2. Demonstrate awareness of the water cycle and its impact on water resources (e.g., relation to climatic patterns, renewal of water supplies).

5.3. Identify the importance of the food chain and the global food web and their impact on resources.
Specify: _____ ☐ producers, consumers, decomposers
_____ ☐ effects of human activity on food chains
_____ ☐ other: ____________________

5.4. Demonstrate awareness of how the surface of the Earth changes.
Specify: _____ ☐ slow processes—erosion, weather
_____ ☐ fast processes—earthquakes, landslides
_____ ☐ other: ____________________

5.5. Demonstrate awareness of the effects of human activity on various habitats and the physical environment, and the need for environmental protection.

5.6. Demonstrate awareness of major types of renewable and nonrenewable natural resources and the need for conservation measures.

5.7. Demonstrate awareness of major types of pollution and related means of prevention or control.

5.8. Identify techniques and benefits of recycling various kinds of materials.
Specify: _____ ☐ paper _____ ☐ glass _____ ☐ cans _____ ☐ plastic
_____ ☐ other: ____________________

5.9. Identify techniques and legal requirements related to the disposal of certain hazardous waste materials.

Specify: _____ ☐ oil and gas _____ ☐ cleaning products _____ ☐ paints and polishes
_____ ☐ batteries _____ ☐ fluorescent bulbs _____ ☐ aerosol cans
_____ ☐ other ____

6. Demonstrate awareness of the concepts of matter, energy, force, and motion as they relate to daily living (e.g., changing states of matter; relationships among energy, force, and work; simple machines).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

6.1. Demonstrate awareness of different states of matter—solids, liquids, and gases.

6.2. Demonstrate awareness of types of changes in states of matter and how these changes occur and relate to loss of heat (energy).

Specify: _____ ☐ physical—breaking down, freezing, boiling, vaporizing
_____ ☐ chemical—rust, decomposing, burning

6.3. Identify the basic concepts of and the relationships among energy, force, and work.

6.4. Identify the major forms of energy—sound, heat, mechanical.

6.5. Demonstrate awareness of different sources and forms of energy (e.g., solar, water, wind, nuclear, fossil).

6.6. Demonstrate awareness of the importance of conservation of energy resources.

6.7. Demonstrate awareness of electricity as a type of energy.

Specify: _____ ☐ alternating and direct currents
_____ ☐ types of circuits—series and parallel
_____ ☐ conductors and nonconductors of electricity
_____ ☐ uses of electricity in daily activities and work
_____ ☐ sources of electrical power—circuits, batteries
_____ ☐ potential safety hazards—overloaded circuits, exposed wires, fire
_____ ☐ other: ____

6.8. Demonstrate awareness of the properties of magnetism.

Specify: _____ ☐ magnetic and nonmagnetic materials
_____ ☐ uses of magnetism in daily activities and work
_____ ☐ other: ____

6.9. Demonstrate awareness of the properties of gravity.

Specify: _____ ☐ nature of gravity on earth and in space
_____ ☐ effects of gravity
_____ ☐ other: ____________________

6.10. Demonstrate awareness of simple machines and their relation to work.

Specify: _____ ☐ concept and purpose
_____ ☐ types of simple machines—lever, pulley, inclined plane
_____ ☐ uses of simple machines in daily activities and work
_____ ☐ other: ____________________

6.11. Demonstrate awareness of the effects of force on motion.

Specify: _____ ☐ friction, gravity, and inertia
_____ ☐ identify types of movement used for work—pushing, pulling, lifting
_____ ☐ other: ____________________

6.12. Demonstrate awareness of the concept of light.

Specify: _____ ☐ properties of light including the color spectrum
_____ ☐ natural and artificial light
_____ ☐ transparent, translucent, opaque
_____ ☐ how the eye uses light to see
_____ ☐ potential hazards of bright lights
_____ ☐ other: ____________________

6.13. Demonstrate awareness of the concept of sound.

Specify: _____ ☐ properties of sound waves and vibration
_____ ☐ how the ear hears sound
_____ ☐ potential hazards of loud noises
_____ ☐ other: ____________________

7. Demonstrate awareness of the solar system in relation to the environment and daily living (e.g., relationships among sun, moon, and Earth; effect of those relationships on day/night and seasons of the year).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

7.1. Demonstrate awareness of the Earth and its place in the universe.

Specify: _____ ☐ sun, moon, and Earth
_____ ☐ other major celestial bodies—planets, stars, galaxies
_____ ☐ functions of manmade satellites and rockets
_____ ☐ other: ____________________

7.2. Demonstrate awareness of the Earth's movement in the solar system, including its effect on day, night, month, year, and seasons.

7.3. Demonstrate awareness of the Earth's relation to the sun, including the sun's effect on seasonal changes in the weather by providing heat and light.

7.4. Demonstrate awareness of the cause of the eclipse of the sun and moon.

7.5. Demonstrate awareness of the exploration and investigation of space.

8. Demonstrate awareness of climate and weather patterns and predictions relevant to daily living (e.g., weather measurements, preparation for storms).

IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

8.1. Demonstrate awareness of characteristics of major types of climate (e.g., tropical, moderate, arctic).

8.2. Demonstrate awareness of characteristics of major types of weather.
Specify: _____ ☐ temperature, precipitation, wind, clouds
_____ ☐ seasonal changes in the weather
_____ ☐ other: ______________________________

8.3. Identify methods used to measure the weather and how that information is used.
Specify: _____ ☐ temperature, precipitation, wind
_____ ☐ meteorology and weather predictions
_____ ☐ other: ______________________________

8.4. Demonstrate awareness of the impact of climate on human activity.

8.5. Demonstrate awareness of the impact of weather on humans. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ need to select suitable clothing based on the weather
_____ ☐ effects on moods and emotions
_____ ☐ effects on activities
_____ ☐ effects on economy
_____ ☐ other: ______________________________

8.6. Identify characteristics of types of adverse weather.
Specify: _____ ☐ thunderstorms, tornadoes, hurricanes, floods, blizzards
_____ ☐ other: ______________________________

8.7. Identify appropriate responses to adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ heeding warnings, evacuation, following recommended procedures
_____ ☐ other: ________________________________

9. **Demonstrate awareness of the application of scientific concepts and processes in personal life, the community, and the world of work (e.g., use of senses and tools to obtain information, importance of accuracy; understanding patterns of events).**

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Science Occupations

9.1. Identify general characteristics of the career cluster related to science (e.g., technical knowledge and expertise, many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

9.2. Identify specific jobs associated with the career cluster related to science (e.g., health services, agriculture, horticulture, animal care, meteorology, engineering). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ ☐ entry level _____ ☐ technical support positions
_____ ☐ advanced level _____ ☐ professional positions
_____ ☐ other: ________________________________

9.3. Identify advantages and disadvantages of specified occupations in the career cluster related to science (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require extensive training). (CL.C.1.In.1, CL.C.1.Su.1)

9.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster related to science (e.g., problem solving, making careful observations). (CL.C.1.In.1, CL.C.1.Su.1)

9.5. Identify educational and training requirements for jobs within the career cluster related to science (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

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Using Science in Everyday Life

9.6. Demonstrate awareness that scientific study is one way of answering questions and explaining the natural world.

9.7. Demonstrate awareness that science and technology have improved many aspects of daily living, including transportation, health, sanitation, and communication.

9.8. Demonstrate awareness that changes in scientific knowledge occur as a result of investigation, experimentation, and chance events.

9.9. Demonstrate awareness that natural events are predictable and occur in patterns (e.g., tides, seasons of the year, life cycle).

9.10. Identify situations in daily life when scientific laws and principles are applied (e.g., laws of force and motion—magnetism, velocity, aerodynamics, gravity).

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7820020
Course Title:	Health: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of health to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- interpersonal relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community resources for health care

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 health in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Health, Grades 6-8.

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Any student whose parents or guardian makes a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate awareness of major stages of life including the physical, mental, and emotional changes that occur during growth and development.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________

1.1. Demonstrate awareness of major body systems and health indicators.

Specify:
_____ ☐ circulatory
_____ ☐ excretory
_____ ☐ skeletal
_____ ☐ respiratory
_____ ☐ reproductive
_____ ☐ muscular
_____ ☐ digestive
_____ ☐ nervous
_____ ☐ other: ____________

Specify:
_____ ☐ awareness of each system, including organs and functions
_____ ☐ awareness of indicators of healthy functioning for each system
_____ ☐ common problems and treatment within each system
_____ ☐ other: ____________________________

1.2. Demonstrate awareness of basic concepts of human growth and maturation.

Specify:
_____ ☐ major stages of growth—infancy, childhood, adolescence, adulthood, old age
_____ ☐ physical, mental, and emotional changes of humans
_____ ☐ other: ____________________________

2. Demonstrate awareness of common physical and mental health problems and diseases with their appropriate prevention and treatment measures relevant to personal needs.

IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________

Hygiene

2.1. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ washing and bathing
_____ ☐ dental care
_____ ☐ using the toilet
_____ ☐ menstrual care
_____ ☐ other: ____________________

2.2. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—once a day, after exercising; using the toilet—before getting in car for a trip, before bed, after meals; dental hygiene—brush teeth after meals, in morning, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

2.3. Use specific knowledge and skills when completing hygiene activities (e.g., selecting the correct soap or shampoo, correctly brushing and flossing teeth, using the toilet). (IF.A.1.In.2, IF.A.1.Su.2)

2.4. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., store supplies for hygiene together; use alternate means for special needs—special gum for cleaning teeth, personal wipes; check off tasks on calendar). (IF.A.1.In.2, IF.A.1.Su.2)

Wellness

2.5. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ getting routine medical care, periodic check-ups
_____ ☐ resting and exercising regularly
_____ ☐ maintaining a nutritious diet following the Food Guide Pyramid
_____ ☐ maintaining a positive mental attitude
_____ ☐ scheduling time for your personal needs
_____ ☐ scheduling social events
_____ ☐ other: ________________________________

2.6. Identify when health care activities are needed for wellness (e.g., developing a wellness plan, seeing the general practitioner and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)

2.7. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, getting enough sleep, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)

2.8. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop an individual wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, discard prescription drugs after one year, ask doctor/dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Diseases

2.9. Identify common health care issues and practices involving diseases (e.g., symptoms, warning signs, medical care, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ identifying communicable diseases, including sexually transmitted diseases such as HIV/AIDS, and their symptoms
_____ ☐ knowing how diseases are transmitted and incubation periods
_____ ☐ knowing preventative measures and ways to avoid contact
_____ ☐ knowing possible treatments for communicable diseases
_____ ☐ knowing about causes and symptoms of cancer, heart attack, lung disease, and other chronic illnesses
_____ ☐ knowing how to get treatment for diseases and illnesses
_____ ☐ other: ______________________________

2.10. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)

2.11. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., identifying symptoms, getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)

2.12. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, maintain good personal hygiene, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)

Mental Health

2.13. Identify common activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ identifying emotional needs
_____ ☐ identifying social needs
_____ ☐ identifying maladaptive behaviors and habits
_____ ☐ identifying sources of stress or anxiety
_____ ☐ determining own ability to deal with perceived causes of emotional problems
_____ ☐ determining potential impact or results of mental health problems
_____ ☐ choosing to engage in alternate behaviors or activities to relieve problems
_____ ☐ requesting assistance with mental health needs when necessary
_____ ☐ other: ______________________________

2.14. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when you are "burned out"). (IF.A.1.In.2, IF.A.1.Su.2)

2.15. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)

2.16. Use strategies related to maintaining mental health to complete activities effectively and efficiently and on a regular basis (e.g., get support from family and friends, balance school and recreation activities). (IF.A.1.In.2, IF.A.1.Su.2)

3. Demonstrate awareness of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning).

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ________________

3.1. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, events, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting food that provides optimum nutritional value
_____ ☐ maintaining, losing, or gaining weight
_____ ☐ following a diet that provides complete nutrition according to the Food Guide Pyramid
_____ ☐ other: ______________________________

3.2. Identify when health care activities are needed for good nutrition (e.g., when planning to lose weight, when increasing food intake to gain weight, when maintaining weight, when planning snacks). (IF.A.1.In.2, IF.A.1.Su.2)

3.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning a meal, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks of dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)

3.4. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; keep a list of the best [nutrient-dense] and worst [high calorie foods that lack nutrients] foods to eat; pre-measure servings; use measuring devices to serve food [e.g., one-half cupful of mashed potatoes]; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

4. Demonstrate awareness of the importance of exercise and planned fitness programs for maintaining personal physical health.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________________

4.1. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, events, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate exercise activities for fitness

_____ ☐ performing specific exercises

_____ ☐ maintaining participation in exercise programs

_____ ☐ identifying potential problems resulting from exercise programs

_____ ☐ evaluating the benefits of an exercise program

_____ ☐ requesting assistance with disability needs when necessary

_____ ☐ other: ____________________________________

4.2. Identify when exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower blood sugar; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.3. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics—yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

5. Demonstrate awareness of individual responsibilities for promoting positive interpersonal relationships with peers, family members, and adults.

SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

5.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious organization, community members). (SE.A.2.In.1, SE.A.2.Su.1)

5.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

5.3. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

5.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

5.5. Identify qualities of a destructive relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

5.6. Identify personal characteristics that make one a good friend (e.g., does not talk about friend, says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, respects friend, encourages friend). (SE.A.2.In.1, SE.A.2.Su.1)

5.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make healthy choices, being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

5.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make unhealthy or destructive choices, criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

5.9. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

6. Demonstrate awareness of human sexuality and reproduction and the importance of responsible behavior (e.g., physical, social, and emotional characteristics; prevention and treatment measures for sexually transmitted diseases including HIV/AIDS).

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

6.1. Demonstrate awareness of basic concepts of heredity and reproduction.
Specify: _____ ☐ development of the reproductive system—males and females
_____ ☐ menstrual cycle and the function of menstruation
_____ ☐ process of fertilization and stages of pregnancy
_____ ☐ onset of nocturnal emissions
_____ ☐ birth process
_____ ☐ heredity—characteristics that are inherited from parents
_____ ☐ other: ________________________________

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6.2. Demonstrate awareness of individual responsibilities in family planning and pregnancy.

Specify: _____ ☐ abstinence as acceptable social behavior
_____ ☐ contraceptives as methods of disease prevention and birth control
_____ ☐ individual risks of sexually transmitted diseases, HIV/AIDS
_____ ☐ prenatal care
_____ ☐ risks to the unborn through diseases and use of tobacco, alcohol, and other drugs
_____ ☐ assistance available through community agencies
_____ ☐ other: ________________________________

6.3. Demonstrate awareness of human sexuality.

Specify: _____ ☐ sexual behaviors, including intercourse
_____ ☐ self-stimulation
_____ ☐ other: ________________________________

6.4. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, appropriate language, reflect responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)

6.5. Demonstrate behaviors that are responsible and appropriate expressions of sexual relationships. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

6.6. Discriminate between responsible and irresponsible behaviors in sexual relationships (responsible —chooses abstinence prior to marriage, uses acceptable terms of endearment; irresponsible—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

6.7. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

6.8. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

6.9. Identify the effects of negative peer pressure on sexual relationships (e.g., may persuade a person to do something he or she does not want to do, may experiment with something you are unsure of). (IF.B.2.In.1, IF.B.2.Su.1)

6.10. Demonstrate appropriate responses and refusal skills when exposed to negative peer pressure. (IF.B.2.In.2, IF.B.2.Su.2)

6.11. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

6.12. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments). (IF.B.2.In.3, IF.B.2.Su.3)

7. Demonstrate awareness of the effects of substance use and abuse on physical, mental, and social well-being, including legal consequences.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

7.1. Identify common health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ identifying the appropriate use of prescription and nonprescription drugs
_____ ☐ identifying physical dangers of tobacco, alcohol, and other drugs
_____ ☐ identifying mental and social dangers of tobacco, alcohol, and other drugs
_____ ☐ identifying legal control of tobacco, alcohol, and other drugs
_____ ☐ identifying the role of peer pressure
_____ ☐ other: ____________________________________

7.2. Identify when health care activities are needed to control tobacco, alcohol, and other drug abuse (e.g., use of alcohol and tobacco interferes with health and family, when prescription drugs are taken even when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

7.3. Use specific knowledge and skills related to prescription and nonprescription drug use and control of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing characteristics of an addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drugs; knowing legal consequences of improper use of tobacco, alcohol, and other drugs). (IF.A.1.In.2, IF.A.1.Su.2)

7.4. Use strategies related to the use of prescription and nonprescription drugs, tobacco, and alcohol when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

7.5. Identify behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In1, IF.B.2.Su.2)

Specify: _____ ☐ following a wellness plan
_____ ☐ using refusal skills when confronted by negative influences
_____ ☐ gaining knowledge of benefits of positive health practices
_____ ☐ gaining knowledge of potential harm and legal consequences of tobacco, alcohol, and other drug abuse
_____ ☐ other: ______________________

7.6. Demonstrate behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ following a wellness plan
_____ ☐ using refusal skills when confronted by negative influences
_____ ☐ gaining knowledge of benefits of positive health practices
_____ ☐ gaining knowledge of potential harm and legal consequences of tobacco, alcohol, and other drug abuse
_____ ☐ other: ______________________

8. Demonstrate knowledge of unsafe acts and harmful conditions and appropriate personal responses.

IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ______________

Identifying Unsafe Factors or Situations

8.1. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets, firearms, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door, adverse weather). (IF.B.2.In.3, IF.B.2.Su.3)

8.2. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, use deadbolt locks). (IF.B.2.In.3, IF.B.2.Su.3)

8.3. Identify unsafe factors or situations in the school that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unsupervised gathering on the schoolgrounds, students with guns or knives). (IF.B.2.In.3, IF.B.2.Su.3)

8.4. Identify unsafe factors or situations in the community that are potentially dangerous (e.g., unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)

Following Safety Procedures

8.5. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

8.6. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers). (IF.B.2.In.3, IF.B.2.Su.3)

8.7. Identify procedures for obtaining emergency medical assistance (e.g., call doctor, call Poison Control Center, dial 911). (IF.B.2.In.3, IF.B.2.Su.3)

8.8. Behave in ways that comply with safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, follow rules for use of exercise or outdoor equipment). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Fires

8.9. Identify potential hazards of open fires, matches, electrical appliances and outlets (e.g., surrounding materials may ignite, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)

8.10. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

8.11. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

8.12. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)

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Dealing with Adverse Weather

8.13. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

8.14. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

8.15. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

8.16. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

8.17. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

8.18. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Using Self-control

8.19. Behave in ways that show self-control in response to unexpected events and potentially harmful situations in various environments (e.g., do not become upset, remain calm, seek assistance if needed). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home—meals, family gatherings, leisure activities
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

8.20. Monitor own use of behaviors that show self-control in response to unexpected events and potentially harmful situations in various environments. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home—meals, family gatherings, leisure activities
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

9. Demonstrate appropriate decision-making skills in the area of physical and mental health.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________________

9.1. Identify personal situations involving physical and mental health that call for careful decision making (e.g., feeling depressed or suicidal, using birth control, experiencing persistent symptoms of diseases). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify sources of assistance for decision making related to physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ individuals—family members, supervisors, teachers

_____ ☐ agencies—government agencies, private agencies, religious organizations, schools

_____ ☐ other: ________________________________

9.3. Use a systematic approach when making decisions about physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ identify and describe the problem or issue clearly

_____ ☐ consider alternative actions available to resolve the problem

_____ ☐ identify the risks, consequences, and benefits associated with each alternative

_____ ☐ evaluate the choices and make a decision

_____ ☐ get assistance if needed

_____ ☐ other: ________________________________

9.4. Identify strategies for balancing time and energy spent on self, family, leisure, and citizenship in order to reduce the impact of stress (e.g., following a wellness plan, using time-management strategies, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)

9.5. Identify consequences of decisions related to physical and mental health before acting (e.g., starting to smoke—may cause cancer, emphysema, and cardiovascular disease; affects your breathing; affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

9.6. Commit to undertake new tasks and adapt to changes in routine when carrying out decisions related to physical and mental health. (IF.B.1.In.2, IF.B.1.Su.2)

9.7. Adapt decisions in response to changing situations and requirements related to physical and mental health (e.g., determine that decision may have been incorrect, determine alternate action or choice). (IF.B.1.In.2, IF.B.1.Su.2)

10. Demonstrate basic first aid skills.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

10.1. Identify common health care activities involving first aid (e.g., recognizing wounds, warning signs, treatments). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ stopping bleeding and applying bandages
_____ ☐ taking care of burns, poisons, and wounds
_____ ☐ using cardiopulmonary resuscitation (CPR)
_____ ☐ getting help when needed
_____ ☐ other: ______________________________

10.2. Identify when first aid treatment is needed (e.g., after an accident; after skin has been cut, burned, or punctured; when someone is choking; when someone is unconscious and not breathing; when someone is drowning). (IF.A.1.In.2, IF.A.1.Su.2)

10.3. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, properly applying a bandage to a wound, properly cleaning and applying medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)

10.4. Use strategies to complete first aid treatment effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

11. Demonstrate awareness of sources of reliable health information and services.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Course Number: 7820020 - Health: 6-8

11.1. Identify characteristics of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ hospitals
_____ ☐ support groups
_____ ☐ rehabilitation centers
_____ ☐ fitness centers
_____ ☐ clinics
_____ ☐ health departments
_____ ☐ home health care
_____ ☐ other: ______________________________

11.2. Identify ways to get information on the types of services, costs, and eligibility requirements of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

11.3. Identify the meaning of information commonly found on prescription and nonprescription drug labels (e.g., taking medicine, disposing of medicines, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ directions for use
_____ ☐ dosage
_____ ☐ warnings
_____ ☐ expiration date
_____ ☐ storage
_____ ☐ antidotes
_____ ☐ prescription and renewal information
_____ ☐ other: ______________________________

11.4. Identify the meaning of information found on food and product labels (e.g., storing food after shopping, planning nutritious meals using the Food Guide Pyramid). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ storage requirements
_____ ☐ expiration date
_____ ☐ nutrition information
_____ ☐ serving and portion information
_____ ☐ safety precautions—cook thoroughly, refrigerate after opening
_____ ☐ other: ______________________________

11.5. Identify reliable and accurate sources of information on health care (e.g., health screenings, home remedies, public health issues). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ newspaper
_____ ☐ radio
_____ ☐ other: ______________________________
_____ ☐ magazine
_____ ☐ people
_____ ☐ television
_____ ☐ Internet resources

11.6. Identify types of information in reference books or resources on health care (e.g., symptoms of a communicable disease, side effects of types of medication, inherited or genetic diseases or conditions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ medical references—detailed information
_____ ☐ encyclopedia—general information by subject
_____ ☐ other: ______________________________

12. Demonstrate awareness of community health resources and local agencies to contact for mental, physical, and emotional problems.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________

12.1. Identify local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

12.2. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, after an accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

12.3. Identify sources of information about local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., parents, friends, neighbors, co-workers, phone book, insurance company, chronic disease agencies—American Heart Association, American Lung Association, American Cancer Society). (IF.A.2.In.1, IF.A.2.Su.1)

13. Demonstrate awareness of practices which promote personal safety (e.g., helmets, seat belts, poison control, 911).

IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________

13.1. Identify community service agencies, businesses, or other resources that assist individuals with emergency needs (e.g., Red Cross, shelters, police department, fire department, health department, medical centers, clinics, poison control). (IF.A.2.In.1, IF.A.2.Su.1)

13.2. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service that assists individuals with emergency needs (e.g., knowing how to describe an emergency situation, knowing how to speak to a 911 operator). (IF.A.2.In.1, IF.A.2.Su.1)

13.3. Identify and demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows; by cab—determine route in advance, inform driver of destination, have enough money; by bike—wear a helmet, stay on the correct side of the road; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

13.4. Identify the purposes of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area picked up, prevent contamination, use proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

14. Demonstrate knowledge of the application of health concepts and processes in personal life and the world of work.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.2.In.4	follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.4	follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Application of Health Concepts and Processes in Personal Life

14.1. Identify occasions in own life when knowledge of health care is needed. (IF.A.1.In.2, IF.A.1.Su.2)

14.2. Identify situations in the local community that represent positive uses of information about health care and positive health care practices. (IF.A.2.In.1, IF.A.2.Su.1)

14.3. Identify situations in the local community where improvements or changes are needed in the use of information about health care or in health care practices. (IF.A.2.In.1, IF.A.2.Su.1)

Health Occupations

14.4. Identify general characteristics of the career cluster related to health sciences (e.g., technical knowledge and expertise, certification exams, many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

14.5. Identify specific jobs associated with the career cluster related to health sciences (e.g., physician, nurse practitioner, nurse, occupational therapist, lab assistant, nurse's aide, health education teacher). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: _____ ☐ entry level _____ ☐ technical support
_____ ☐ advanced level _____ ☐ professional positions
_____ ☐ other: ________________________________

14.6. Identify advantages and disadvantages of specified occupations in career cluster dealing with health sciences (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require training, pay is low for some support positions). (CL.C.1.In.1, CL.C.1.Su.1)

14.7. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster dealing with health sciences (e.g., likes to help other people, is skilled at problem solving, makes careful observations). (CL.C.1.In.1, CL.C.1.Su.1)

14.8. Identify trends in the local job market for specific jobs within the career cluster dealing with health sciences (e.g., home health care, health care for the elderly). (CL.C.1.In.1, CL.C.1.Su.1)

14.9. Identify educational and training requirements for jobs within the career cluster dealing with health sciences (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

14.10. Identify career advancement opportunities for jobs within the career cluster dealing with health sciences (e.g., nurse's aide, licensed practical nurse, registered nurse). (CL.C.1.In.1, CL.C.1.Su.1)

Health and Safety in the Workplace

14.11. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown drugs, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

14.12. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—do not allow alcohol or other drug use while on duty, may require tests prior to employment, provide treatment for employees with alcohol or other drug problems; Fire Codes—require fire alarms and extinguishers, limit number of people allowed in a building, require sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

14.13. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, agency personnel, on-line resources). (CL.C.2.In.4, CL.C.2.Su.4)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7821010
Course Title:	Social Studies: 6-8

A. **Major Concepts/Content.** The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

Course Number: 7821010 - Social Studies: 6-8

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate awareness of how individuals are affected by current events in the community, state, nation, and world.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

1.1. Demonstrate awareness of historical implications of selected current events.
Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

1.2. Demonstrate awareness of current events that are related to social problems.
Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

1.3. Demonstrate awareness of current events that are related to the economy.
Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

1.4. Demonstrate awareness of current events that are related to government.
Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

1.5. Demonstrate awareness of current events that are related to geography and the physical environment.
Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).

1.7. Demonstrate awareness of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

2. Demonstrate awareness of major historical events, documents, and individuals (e.g., laws, treaties, political and social leaders, wars, elections).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ verbal prompt
___ visual prompt
___ assistive technology
___ supervision
___ other: ____________

2.1. Demonstrate awareness of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).

Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

2.2. Demonstrate awareness of major historical documents and the impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).

Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

2.3. Demonstrate awareness of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).

Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.

Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.

Specify: _____ ☐ local _____ ☐ Florida
_____ ☐ United States _____ ☐ international

Course Number: 7821010 - Social Studies: 6-8

3. Use maps, globes, charts, graphs, and other tools of geography to solve problems.

CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Maps and Globes

3.1. Identify the meaning and purpose of basic elements of maps and globes. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ title _____ ☐ legend _____ ☐ direction arrow (North)
_____ ☐ scale _____ ☐ other: ____________________________

3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ roads _____ ☐ states _____ ☐ rivers and bodies of water
_____ ☐ countries _____ ☐ cities and towns _____ ☐ scale
_____ ☐ directions _____ ☐ elevation _____ ☐ mileage
_____ ☐ points of interest
_____ ☐ other: ________________________________

3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ state maps _____ ☐ regional maps _____ ☐ political maps
_____ ☐ aerial photos _____ ☐ globes _____ ☐ grid maps
_____ ☐ other: ________________________________

3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ☐ city or state map _____ ☐ atlas
_____ ☐ United States map _____ ☐ regional map
_____ ☐ world map _____ ☐ other: ________________________

3.5. Identify uses of maps in the classroom and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to locate an emergency exit, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)

Charts and Graphs

3.6. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ ☐ bar graph
_____ ☐ pie chart
_____ ☐ table
_____ ☐ other: ______________________________
_____ ☐ temperature chart
_____ ☐ mileage chart
_____ ☐ street index

3.7. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern Standard, Eastern Daylight Savings Time, Central Standard, Central Daylight Savings Time). (CL.B.3.In.2, CL.B.3.Su.2)

3.8. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: _____ ☐ determine what information is needed
_____ ☐ select correct tool and technique
_____ ☐ apply tool or procedures to obtain result
_____ ☐ check results for accuracy and reliability
_____ ☐ explain results
_____ ☐ other: ______________________________

4. Demonstrate awareness of the geographical features of major regions in the community and state.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, desert).

4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).

Specify: _____ ☐ local community
_____ ☐ other: ______________________________
_____ ☐ Florida

4.3. Identify characteristics that give a particular geographic region its identity.

Specify: _____ ☐ central economic focus
_____ ☐ human characteristics
_____ ☐ physical characteristics
_____ ☐ other: ____________________

4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., Sunbelt, the Plains, the Gold Coast).

5. Demonstrate awareness of characteristics and functions of government at the local, state, and national levels.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health and transportation).

5.2. Identify the structure and characteristics of governments at three levels—local, state, and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).
Specify: _____ ☐ city (municipal) government
_____ ☐ county government
_____ ☐ state government, particularly the State of Florida
_____ ☐ federal government of the United States of America

5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.
Specify branch: _____ ☐ executive _____ ☐ legislative _____ ☐ judicial
Specify level: _____ ☐ city _____ ☐ county _____ ☐ state _____ ☐ federal

5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.
Specify: _____ ☐ executive—mayor, city manager
_____ ☐ legislative—city council, county commission
_____ ☐ judicial—county judges, circuit court judges

5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.
Specify: _____ ☐ executive—Governor, Lieutenant Governor, and Cabinet
_____ ☐ legislative—Senate and House of Representatives
_____ ☐ judicial—State Supreme Court, District Court of Appeals

5.6. Identify the appointed and elected offices and basic functions for each branch of the federal government of the United States of America.
Specify: _____ ☐ executive—President, Vice President, and Cabinet
_____ ☐ legislative—Senate and House of Representatives
_____ ☐ judicial—Supreme Court, District Court, Circuit Court of Appeals

5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).

5.8. Demonstrate awareness of the purposes of taxes and different ways that governments collect fees and taxes.

Specify: _____ ☐ sales tax
_____ ☐ income tax
_____ ☐ licenses, registration fees, and user fees
_____ ☐ property tax
_____ ☐ Medicare tax
_____ ☐ FICA (Social Security)
_____ ☐ tolls
_____ ☐ other: _______________

5.9. Identify ways that people can participate in their local and state government and the importance of participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).

6. Demonstrate awareness of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

6.1. Identify general characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).

6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to a fair trial; economic rights issues—right to minimum wage, equal pay for equal work).

6.3. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ knowing laws
_____ ☐ registering to vote
_____ ☐ knowing issues and propositions
_____ ☐ identifying positions of election candidates
_____ ☐ other: ________________________________
_____ ☐ serving as a juror
_____ ☐ serving in the military
_____ ☐ performing public service

6.4. Demonstrate awareness of ways citizens can influence the decisions and actions of government.

Specify: _____ ☐ voting after studying the issues and candidates
_____ ☐ participating in special interest groups and political parties
_____ ☐ attending meetings of governing agencies
_____ ☐ working on campaigns
_____ ☐ taking part in peaceful demonstrations
_____ ☐ contributing money to political parties, candidates, or causes
_____ ☐ other: ________________________________

7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ other: ______________________________

7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ other: ______________________________

7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ television
_____ ☐ radio _____ ☐ people _____ ☐ Internet
_____ ☐ textbooks _____ ☐ encyclopedias _____ ☐ other: ______________

7.4. Evaluate the accuracy of social studies information used to complete school assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

7.5. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ identify common elements or events
_____ ☐ distinguish what is different
_____ ☐ relate new information to previously learned concepts
_____ ☐ other: ____________________________________

7.6. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete school assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ brief statements
_____ ☐ summaries
_____ ☐ reports
_____ ☐ other: ____________________________________

7.7. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing school assignments (e.g., timelines, outlines, semantic maps, flow charts). (CL.B.1.In.3)

Specify: _____ ☐ by chronology _____ ☐ by characteristics
_____ ☐ by categories _____ ☐ by topics or events
_____ ☐ other : ____________________________________

8. Demonstrate awareness of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses). (IF.A.2.In.1, IF.A.2.Su.1)

8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ preparing and following weekly/monthly budgets
_____ ☐ managing and protecting personal cash
_____ ☐ using checking and savings accounts
_____ ☐ buying goods and services
_____ ☐ contributing to charities
_____ ☐ using comparative shopping to make wise purchases
_____ ☐ other: ______________________________

8.3 Use essential knowledge and skills when completing activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ using coins and bills to pay for goods and services
_____ ☐ selecting desired goods and services based on needs and available funds
_____ ☐ evaluating claims in advertisements
_____ ☐ understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging
_____ ☐ other: ______________________________

8.4. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit money into a savings account, make a weekly budget). (IF.A.1.In.1, IF.A.1.Su.1)

8.5. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

9. Demonstrate awareness of how major needs of individuals are met by the family; private agencies; and local, state, and federal government.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

General Information

9.1. Demonstrate awareness of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)

9.2. Demonstrate awareness of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance, health care). (IF.A.2.In.1, IF.A.2.Su.1)

9.3. Demonstrate awareness of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.2.In.1, IF.A.2.Su.1)

Medical, Health, and Wellness Needs

9.4. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospital, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

9.5. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

Civic Responsibilities

9.6. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)

9.7. Identify circumstances or situations when community service agencies or other resources that assist individuals in dealing with government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a driver's license, using social services or social support, obtaining a voter registration card). (IF.A.2.In.1, IF.A.2.Su.1)

10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

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10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ medical/health/wellness—hospitals, clinics, family planning clinic, public health department, fitness centers
_____ ☐ communication—telephone company, post office, e-mail provider
_____ ☐ transportation—bus, taxi
_____ ☐ personal care—barber, dry cleaner, laundromat
_____ ☐ retail—department stores, discount stores, specialty shops, grocery stores
_____ ☐ food services—restaurants, fast food chains, cafeterias
_____ ☐ financial—banking, credit cards, insurance
_____ ☐ recreation/leisure/entertainment—movies, libraries, sports centers
_____ ☐ emergency—police, fire, ambulance, Red Cross
_____ ☐ other: ______________________________

10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ community service agencies: advantages—usually free or low-cost; disadvantages—may have a waiting list, may have limited services
_____ ☐ businesses: advantages—more available; disadvantages—more expensive
_____ ☐ other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about disability needs than professionals

10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., affordable, matches need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)

10.4. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)

11. Demonstrate awareness of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

11.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).

11.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).

11.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., North/South conflict, conflict about land and other rights of Native Americans, conflict about civil rights of minorities and women, ethnic conflicts in urban settings).

11.4. Identify ways that conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; working to establish equity for all groups; adhering to the values and principles of American democracy).

11.5. Identify ways that conflicts about diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

12. Demonstrate awareness of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

Interpersonal Relationships

12.1. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

12.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

12.3. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)

12.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

12.5. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

12.6. Identify personal characteristics that make one a good friend (e.g., does not talk about others, says positive things about friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.Su.1)

12.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

12.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

12.9. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

Sexual Relationships

12.10. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)

12.11. Discriminate between positive examples and negative examples of behaviors that are responsible and appropriate expressions of sexual relationships (positive examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; negative examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

12.12. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

12.13. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

12.14. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

12.15. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

12.16. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

13. Demonstrate skills needed to manage and direct own behavior at school and in the community to promote responsible citizenship in oneself.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Patterns of Conduct

13.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)

13.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a football game, sitting quietly at a concert, asking questions and participating in a class discussion). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

13.3. Demonstrate appropriate behaviors for specific social situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Self-management

13.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

13.5. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving school materials at home). (IF.B.2.In.1, IF.B.2.Su.1)

13.6. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)

13.7. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)
Specify method: _____ ☐ self-monitoring _____ ☐ self-instruction _____ ☐ self-reinforcement
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

13.8. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)
Specify method: _____ ☐ self-monitoring _____ ☐ self-instruction _____ ☐ self-reinforcement
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Working in a Group

13.9. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

13.10. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

13.11. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

13.12. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

13.13. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

Leadership

13.14. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respect for others, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

13.15. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)

Specify: _____ ☐ supportive leaders—more participation by group members
_____ ☐ controlling leaders—group members may operate in fear
_____ ☐ negligent leaders—group members may not stay on task
_____ ☐ other: ______________________________

13.16. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

13.17. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)

13.18. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ discuss the problem
_____ ☐ list possible causes
_____ ☐ record individual group members' suggestions and clarifications
_____ ☐ discuss and identify probable causes
_____ ☐ implement corrective action or solution
_____ ☐ report results
_____ ☐ move on to the next most probable cause if initial action is ineffective
_____ ☐ other: ______________________________

13.19. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticism, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

13.20. Use behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

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Organizations

13.21. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

13.22. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

13.23. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ policy manuals
_____ ☐ rules and regulations
_____ ☐ security systems
_____ ☐ other: ______________________________

13.24. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ schools
_____ ☐ businesses
_____ ☐ organizations in the community
_____ ☐ other: ______________________________
_____ ☐ institutions
_____ ☐ agencies

13.25. Identify behaviors that may conflict with expectations of organizations (e.g., wearing certain types of clothing or hair styles, talking about personal ethical or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)

13.26. Use behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems confidential, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not possessing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)

13.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal ethical or moral issues may conflict with the organization, personal choices may conflict with schedule, disruptive behaviors can conflict with rules). (SE.A.1.In.3, SE.A.1.Su.2)

Compliance with Laws, Rules, and Regulations

13.28. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol if underage). (IF.B.2.In.1, IF.B.2.Su.1)

13.29. Identify factors that promote behaviors that are in compliance with laws, rules and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

13.30. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)

13.31. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

13.32. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home—family gatherings
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

13.33. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home—family gatherings
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

14. Demonstrate awareness of knowledge and skills necessary for selecting a career and maintaining employment.

CL.C.1.In.3	make general preparations for entering the work force.
CL.C.1.Su.3	make general preparations for entering the work force—with guidance and support.
IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

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Using a Career Planning Process

14.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

14.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

14.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ individuals—family members, supervisors, teachers, counselors
_____ ☐ agencies—government agencies, religious organizations, schools
_____ ☐ other: ______________________________

14.4. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)

Specify potential: _____ ☐ self-concept and values clarification
_____ ☐ personality characteristics and personal style
_____ ☐ motivational patterns and personal preferences
_____ ☐ personal and educational background
_____ ☐ key accomplishments and successes
_____ ☐ satisfying and dissatisfying experiences
_____ ☐ other: ______________________________

14.5. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

14.6. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). (CL.C.1.In.3, CL.C.1.Su.3)

14.7. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work five days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)

14.8. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)

14.9. Identify steps in a job search (e.g., identify desired job, use resources to find a job opening, fill out applications, participate in interviews, complete follow-up tasks). (CL.C.1.In.1, CL.C.1.Su.3)

14.10. Identify resources for information and assistance with employment (e.g., TV, newspapers, Internet, family, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

14.11. Identify the importance of a job interview (e.g., provides the first impression, provides information about the job). (CL.C.1.In.3, CL.C.1.Su.3)

15. Demonstrate awareness of employment and career opportunities in the community.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

15.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

15.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

15.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

15.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

15.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, maternity leave, contracts, unemployment benefits, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

15.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

16. Demonstrate knowledge of personal and social skills necessary for success on the job.

CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.3	display reliability and work ethic according to the standards of the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.3	display reliability and work ethic according to the standards of the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Course Number: 7821010 - Social Studies: 6-8

Planning Assignments

16.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)

16.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ identify the goal or end product, including quality standards
_____ ☐ identify resources needed—equipment, supplies, time
_____ ☐ determine substeps needed to accomplish the task
_____ ☐ determine schedule for completing task

16.3. Identify, prioritize, and schedule job responsibilities for assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

Implementing Assignments

16.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ set an alarm clock as a reminder
_____ ☐ track subtasks on calendar
_____ ☐ check off subtasks when completed
_____ ☐ begin subtasks at designated times
_____ ☐ adjust to unforeseen circumstances
_____ ☐ other: ________________________________

16.5. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ try different techniques
_____ ☐ seek assistance from others
_____ ☐ other: ________________________________
_____ ☐ seek advice from others
_____ ☐ read the instructions or references

16.6. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ ☐ reliability and dependability
_____ ☐ responsibility
_____ ☐ self-direction
_____ ☐ other: ________________________________
_____ ☐ flexibility
_____ ☐ self-control
_____ ☐ attention to details

Attendance and Punctuality

16.7. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)

16.8. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

16.9. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

16.10. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)

16.11. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)

16.12. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ ☐ appropriate—being punctual, following rules, showing respect for authority
_____ ☐ inappropriate—disrupting work, making negative statements about co-workers
_____ ☐ other: ______________________________

16.13. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)

16.14. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform if required; casual vs. formal, depending on organizational preference; indoors or outdoors, depending on work environment). (CL.C.2.In.3, CL.C.2.Su.3)

17. Demonstrate awareness of personal and social skills necessary for independent living.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

Course Number: 7821010 - Social Studies: 6-8

Independent Living

17.1. Identify productive activities needed for independent living in a home or apartment. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ preparing and storing food
_____ ☐ selecting and caring for clothing
_____ ☐ cleaning and maintaining household
_____ ☐ selecting and caring for personal living environment
_____ ☐ selecting and caring for furniture, appliances, and other personal goods
_____ ☐ selecting and caring for outdoor equipment and maintaining outdoor areas
_____ ☐ managing personal finances
_____ ☐ other: ________________________________

17.2. Identify leisure and recreation activities appropriate for independent living. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ games and sports
_____ ☐ cultural activities
_____ ☐ hobbies, crafts, and collections
_____ ☐ pets and gardening
_____ ☐ outdoor activities
_____ ☐ other: ________________________________

17.3. Identify personal care activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ eating
_____ ☐ dressing
_____ ☐ grooming
_____ ☐ hygiene
_____ ☐ motor control and self-management
_____ ☐ other: ________________________________

17.4. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ maintaining good nutrition
_____ ☐ preventing and caring for diseases
_____ ☐ practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse
_____ ☐ being aware of disability
_____ ☐ maintaining good mental health
_____ ☐ participating in exercise programs
_____ ☐ other: ________________________________

17.5. Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ selecting a house or apartment
_____ ☐ obtaining assistance with personal care or health needs
_____ ☐ fulfilling civic responsibilities
_____ ☐ obtaining and caring for clothing or other personal products
_____ ☐ obtaining utilities, communication, and other household services
_____ ☐ other: ________________________________

17.6. Demonstrate awareness of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ☐ using appropriate interpersonal communication skills
_____ ☐ selecting and maintaining relationships with friends
_____ ☐ maintaining positive relations with family
_____ ☐ maintaining appropriate relations with co-workers and supervisors
_____ ☐ other: ______________________________

Travel

17.7. Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

17.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ cost _____ ☐ handicap accessibility
_____ ☐ routes _____ ☐ hours of operation
_____ ☐ other: ______________________________

17.9. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

17.10. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

17.11. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in familiar and unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

17.12. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

17.13. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

17.14. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

17.15. Practice safety procedures when riding in a car (e.g., wear seatbelt, lock doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7821030
Course Title:	Career Education: 6-8

A. **Major Concepts/Content.** The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired post-school outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

The content should include, but not be limited to, the following:

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Course Number: 7821030 - Career Education: 6-8

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Use a planning process to begin to establish personal and career goals.**

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial
____ assistive technology ☐ full ☐ partial

Using A Planning Process

1.1. Identify personal situations that call for a plan (e.g., planning a course of study for high school, making a shopping trip to the mall, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

1.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, monitors progress, increases motivation). (IF.B.1.In.1, IF.B.1.Su.1)

1.3. List steps to be generally followed when making a plan (e.g., identify goal or outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)

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1.4. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ individuals—family members, supervisors, teachers
_____ ☐ agencies—government agencies, religious organizations, schools
_____ ☐ other: ______________________________

Personal Planning

1.5. Identify previous personal experiences related to setting and meeting personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking about problems with family members and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

1.6. Use information from a personal appraisal to identify own strengths or weaknesses (e.g., physical appearance, social skills, personality, talents and interests, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

1.7. Use the results of personal appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses, identify changes that are needed). (IF.B.1.In.1, IF.B.1.Su.1)

1.8. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

1.9. Identify choices available to reach personal goals (e.g., weight control—follow Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

1.10. Identify the risks and benefits associated with each choice available to reach personal goals (e.g., nutritional risks—may not get necessary vitamins, may become anorexic or bulimic; nutritional benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

1.11. Identify impact or consequences of decisions (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

1.12. Identify personal goals for school and extracurricular activities (e.g., passing specific courses, joining a tennis team, becoming a club member). (IF.B.1.In.1, IF.B.1.Su.1)

1.13. Identify personal goals for leisure activities (e.g., joining a recreational soccer team, reading books, going skating). (IF.B.1.In.1, IF.B.1.Su.1)

1.14. Identify personal goals for community activities (e.g., joining a religious organization; volunteering at a community organization; attending city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

1.15. Accept assistance with and participate in expressing interest or preferences for productive or leisure activities. (IF.B.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Career Planning

1.16. Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

1.17. Identify steps of a process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired adult living and employment outcomes). (IF.B.1.In.1, IF.B.1.Su.1)

1.18. List the steps to be used for making a career plan (e.g., identify goal or outcome, identify resources, determine needed training and experience, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)

1.19. Identify possible occupational choices (e.g., identify personal strengths and weaknesses; evaluate experiences and education; identify jobs that correlate with strengths, experiences, and education). (IF.B.1.In.1, IF.B.1.Su.1)

1.20. Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school). (IF.B.1.In.1, IF.B.1.Su.1)

1.21. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

1.22. Accept assistance with and participate in expressing interest in community or work activity. (IF.B.1.Pa.1)

2. Demonstrate awareness of career options.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.1.Pa.1	show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ verbal prompt
___ visual prompt
___ assistive technology
___ supervision
___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial
____ assistive technology ☐ full ☐ partial

2.1. Identify the differences between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

2.2. Identify general characteristics of different career clusters (e.g., health sciences occupations, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

2.3. Identify specific jobs associated with each career cluster (e.g., health sciences occupations—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall hanger; marketing—cashier, sales person; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

2.4. Identify personal leisure activities that relate to potential careers (e.g., sewing—seamstress; cooking—working in a restaurant; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

2.5. Accept assistance with and show willingness to participate in preferred work or volunteer activities. (CL.C.1.Pa.1)

3. Demonstrate awareness of entry-level job responsibilities and social competencies necessary for successful employment.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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3.1. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, operating equipment). (CL.C.1.In.1, CL.C.1.Su.1)

3.2. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

3.3. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectation, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)

3.4. Identify the characteristics and importance of being responsible and having self-control when working (e.g., control emotions, have willpower and self-restraint, accept criticism, accept blame, admit when wrong). (CL.C.2.In.3, CL.C.2.Su.3)

3.5. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)

3.6. Identify reasons for regular attendance and punctuality when working (e.g., meets expectations of job, facilitates meeting deadlines). (CL.C.2.In.3, CL.C.2.Su.3)

3.7. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)

3.8. Identify appropriate verbal responses to interactions with authority figures and peers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)

3.9. Identify types of inappropriate physical contact with others when working (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)

4. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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4.1. Identify personal strengths which affect preferred career choices (e.g., desire to please, problem solving, communication, self-management, following directions, cheerfulness, cooperation, accepting of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

4.2. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

4.3. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., social skills, ambition, talents, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

4.4. Evaluate the results of personal appraisal to determine possible career goals. (IF.B.1.In.1, IF.B.1.Su.1)

4.5. Determine if goals for own high school and postsecondary training are appropriately related to desired career (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a college degree). (IF.B.1.In.1, IF.B.1.Su.1)

4.6. Complete an initial personal appraisal to determine current status related to career plans. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ self-concept and values clarification
_____ ☐ personality characteristics and personal style
_____ ☐ motivational patterns and personal preferences
_____ ☐ occupational interests
_____ ☐ personal and educational background
_____ ☐ key accomplishments and successes
_____ ☐ satisfying and dissatisfying experiences
_____ ☐ test scores
_____ ☐ physical strengths
_____ ☐ other: ______________________________

5. Demonstrate awareness of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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5.1. Identify educational and training requirements for specific jobs within various career clusters (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school diploma or equivalent and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

5.2. Identify the characteristics of postsecondary education and training opportunities within career clusters (e.g., computer courses, apprenticeships, trade school) available to provide the skills associated with specific job types. (CL.C.1.In.1, CL.C.1.Su.1)

5.3. Identify desired long-term outcomes for high school diploma and postsecondary education. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ in-school—course of study, diploma, extracurricular activities
_____ ☐ post-school—postsecondary training, employment
_____ ☐ other: ______________________________

5.4. Identify high school diploma options and requirements for each (e.g., standard diploma—number of credits, grade point average, testing requirements; special diploma—mastery of standards, number and type of courses).

5.5. Identify benefits and limitations of each high school diploma option (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by the military).

5.6. Describe how knowledge and understanding of diploma options are used in planning high school courses.

6. **Demonstrate awareness of the role of self-advocacy in personal life and in the workplace.**

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace–with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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6.1. Identify characteristics of self-advocacy (e.g., decisiveness, reflects independent thinking, reflects belief in own abilities). (CL.C.1.In.2, CL.C.1.Su.2)

6.2. Identify examples and non-examples of self-advocating behavior (examples—identifying personal strengths, stating own needs; non-examples—not being able to identify personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (CL.C.1.In.2, CL.C.1.Su.2)

6.3. Identify factors that promote self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocating behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7. **Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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7.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

7.2. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

7.3. Identify steps in IEP development (e.g., determine desired long-term outcomes, determine present level of performance, develop annual goals and related objectives, assign responsibility for objectives, identify needed modifications and services). (IF.B.1.In.1, IF.B.1.Su.1)

7.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ employment
_____ ☐ continuing education
_____ ☐ community participation
_____ ☐ independent living
_____ ☐ agency support
_____ ☐ daily living skills
_____ ☐ other: ____________________

7.5. Identify required and optional IEP meeting participants. (IF.B.1.In.1, IF.B.1.Su.1)

7.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

7.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ in-school—course of study, diploma, extracurricular activities
_____ ☐ post-school—postsecondary training, employment
_____ ☐ post-school—living arrangements, community participation

7.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

7.9. Identify self-advocacy and self-determination skills that will assist in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussions; make wants and desires known to team members; make preferences known to team members; express disagreement, as appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

7.10. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

7.11. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

7.12. Assist in setting annual goals and objectives, considering desired school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

7.13. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)

7.14. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives (e.g., if competencies are not mastered in a course—retake exam, alter exit point). (IF.B.1.In.2, IF.B.1.Su.2)

7.15. Accept assistance with and participate in the development of own IEP. (IF.B.1.Pa.1)

8. Identify strategies and problem-solving skills for completing tasks at school, in the home, and in the community.

CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.
CL.B.4.Pa.1	participate in problem-solving efforts in daily routines—with assistance.
CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Solving Problems

8.1. Identify that a problem exists in school or personal life; a discrepancy between what is and what should or could be (e.g., school—consistent low grades on tests, fighting with peers, habitual tardiness; personal life—gaining weight, not completing chores). (CL.B.4.In.1, CL.B.4.Su.1)

8.2. Identify possible reasons for existing problems in school or personal life (e.g., lack of study time, ineffective study habits, difficulty of material, part-time employment takes too much time). (CL.B.4.In.1, CL.B.4.Su.1)

8.3. Identify problems that lead to the breakdown of major goals in school or personal life (e.g., not completing school homework assignments, watching too much television, getting into fights, procrastinating, inappropriate friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Predict possible outcomes associated with specific problems in school or personal life (e.g., failing courses, getting detention, trouble with parents or local authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

8.5. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.2, CL.B.4.Su.2)

Specify: _____ ☐ brainstorming—identifying all solutions that come to mind
_____ ☐ identifying steps—when a complicated task is involved
_____ ☐ estimating—when numbers are involved
_____ ☐ matching consequences to actions—for cause and effect
_____ ☐ trouble shooting—finding problems within a work process
_____ ☐ creative thinking—when multiple solutions are acceptable
_____ ☐ modeling—basing actions on those of a good example
_____ ☐ other: ________________________________

8.6. Select the most appropriate problem-solving strategy based on the needs of the problem situation. (CL.B.4.In.2, CL.B.4.Su.2)

8.7. Identify alternative courses of action for solving a particular problem at school or personal life (e.g., missed the bus—catch next bus, get a ride, walk, ride bike; gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.2, CL.B.4.Su.2)

8.8. Accept assistance with and participate in solving problems related to tasks. (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Planning and Completing Assignments

8.9. Identify purposes of planning assignments and tasks (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

8.10. Identify components of a plan to complete assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.11. Follow a systematic procedure to complete assignments and tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ identify assignment or task
_____ ☐ name steps of task
_____ ☐ perform task following a model or demonstration
_____ ☐ perform task with decreasing feedback
_____ ☐ perform task independently
_____ ☐ monitor own task performance using classroom standards
_____ ☐ evaluate own task performance using classroom standards
_____ ☐ other: ______________________________

8.12. Complete routine tasks accurately and effectively (e.g., organizing materials for school, disposing of unneeded materials). (CL.C..2.In.1, CL.C.2.Su.1)

8.13. Identify alternative approaches when faced with difficulty in completing a task. (CL.C..2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ try different techniques _____ ☐ seek advice from others
_____ ☐ seek assistance from others _____ ☐ read the instructions or references
_____ ☐ other: ______________________________

9. Demonstrate awareness of contributing factors for positive self-esteem and personal feelings of efficacy.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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9.1. Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources to complete tasks, can't handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)

9.3. Identify ways that planning and goal-setting affect one's feelings of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)

9.4. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)

9.5. Identify characteristics of self-esteem (e.g., pride, confidence, self-respect, positive attitude, setting high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

9.6. Identify examples and non-examples of behaviors that reflect positive self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence, putting self or others down). (IF.B.2.In.1, IF.B.2.Su.1)

9.7. Identify factors that promote self-esteem (e.g., opportunities for self-esteem, training in self-esteem, reinforcement for self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

10. Demonstrate personal care skills that meet demands of situations at school, in the home, and in the community.

IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Eating

10.1. Identify common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting and using utensils properly
_____ ☐ using correct table manners
_____ ☐ cleaning up when finished
_____ ☐ other: ____________

10.2. Demonstrate specific skills in completing personal care activities involved in eating (e.g., selecting the appropriate utensil or glass, cutting food correctly, using a napkin). (IF.A.1.In.2, IF.A.1.Su.2)

Specify skills: ____________

10.3. Accept assistance with and participate in routine activities that involve eating. (IF.A.1.Pa.2)

Specify activities: ____________

Dressing

10.4. Identify common personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate clothing for weather or occasion
_____ ☐ putting on clothing, closing fasteners
_____ ☐ taking off clothing, opening fasteners
_____ ☐ other: ____________

10.5. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled and need to be changed; at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)

10.6. Demonstrate specific skills in completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

Specify skills: ____________

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10.7. Accept assistance with and participate in routine activities that involve dressing. (IF.A.1.Pa.2)
Specify activities: ______________________________
Specify adaptations: ______________________________

Grooming

10.8. Identify common personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ hair—shampooing, drying, combing, styling, cutting
_____ ☐ nails—cutting, polishing, cleaning, filing
_____ ☐ cosmetics—applying, removing
_____ ☐ shaving
_____ ☐ other: ______________________________

10.9. Demonstrate specific skills in completing grooming activities (e.g., hair—part hair evenly, fix hair according to style; nails—clean, file evenly; cosmetics—correctly apply makeup). (IF.A.1.In.2, IF.A.1.Su.2)
Specify skills: ______________________________

10.10. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty). (IF.A.1.In.2, IF.A.1.Su.2)

10.11. Demonstrate specific skills related to grooming when completing activities (e.g., hair—knowing the difference between shampoo and conditioner; nails—knowing desired length, knowing how to clean and file). (IF.A.1.In.2, IF.A.1.Su.2)
Specify skills: ______________________________

10.12. Accept assistance with and participate in routine activities that involve grooming. (IF.A.1.Pa.2)
Specify activities: ______________________________

Hygiene

10.13. Identify common personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ washing and bathing
_____ ☐ dental care
_____ ☐ toileting
_____ ☐ menstrual care
_____ ☐ other: ______________________________

10.14. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—[illegible] products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

10.15. Demonstrate specific skills in completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify skills: ______________________________

10.16. Accept assistance with and participate in routine activities that involve hygiene. (IF.A.1.Pa.2)
Specify activities: ______________________________

Motor Control and Self-management

10.17. Identify personal needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ strength, stamina, endurance, and muscular flexibility
_____ ☐ postural alignment for sitting, standing, lifting, and movement
_____ ☐ proximity to objects
_____ ☐ other: ______________________________

10.18. Identify when activities are needed for motor control and managing self (e.g., weight training or physical therapy—to build muscles, to complete daily tasks; cardiovascular exercise—to increase stamina and endurance; using assistive devices—to correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

10.19. Demonstrate specific skills in completing activities needed for motor control and managing self (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify skills: ______________________________

10.20. Accept assistance with and participate in routine activities that involve motor control and managing self. (IF.A.1.Pa.2)
Specify activities: ______________________________

11. Demonstrate knowledge of budgeting to manage personal funds effectively.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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11.1. Identify activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ allocating allowance or earned money for activities and personal needs
_____ ☐ saving money
_____ ☐ comparative shopping
_____ ☐ other: ______________________________

11.2. Identify the purposes of budgeting to manage personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

11.3. Demonstrate knowledge or skills and strategies used in managing own money, including budgeting. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______________________________

11.4. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00 _____ ☐ to $100.00

11.5. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent in total, determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

11.6. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

11.7. Calculate correct change to accomplish functional tasks (e.g., verify change from a cashier, verify change given from a vending machine, count change for a customer, pay a cashier for a purchase). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $10.00
_____ ☐ to $20.00 _____ ☐ to $100.00

11.8. Demonstrate knowledge and skills needed to use financial services in the community. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ banking—checking and savings accounts, debit cards
_____ ☐ credit cards
_____ ☐ other: ______________________________

12. Demonstrate safe travel skills within the school and community including using public or private transportation, if appropriate.

IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

General Transportation

12.1. Identify the advantages and disadvantages of various means of transportation *(e.g., walking, biking, riding in a car, using public transportation, using private transportation).* (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ☐ cost _____ ☐ handicap accessibility _____ ☐ routes
_____ ☐ hours of operation _____ ☐ other: ______________________________

12.2. Select appropriate transportation *(e.g., is financially feasible, offers appropriate schedule, meets individual needs).* (IF.A.2.In.2, IF.A.2.Su.2)

12.3. Identify various means of transportation for people with disabilities *(e.g., walking, special transit services, trains, airlines, taxis).* (IF.A.2.In.2, IF.A.2.Su.2)

Moving within a Building

12.4. Identify and find appropriate areas in a room *(e.g., vacant seat in a classroom).* (IF.A.2.In.2, IF.A.2.Su.2)

12.5. Move to appropriate location in a room safely and efficiently *(e.g., use least obtrusive route, allow time to reach desired location).* (IF.A.2.In.2, IF.A.2.Su.2)

12.6. Identify and locate specific areas in buildings when completing functional tasks *(e.g., elevators, stairs, emergency exits, restrooms).* (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ☐ school
_____ ☐ home or apartment
_____ ☐ stores and restaurants
_____ ☐ community buildings
_____ ☐ other: ______________________________

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12.7. **Locate a specific room, apartment, or office in a building** (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

12.8. **Locate exits and entrances when traveling in familiar and unfamiliar buildings** (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ ☐ school _____ ☐ community

12.9. **Operate a self-service elevator when moving about in familiar and unfamiliar buildings** (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

12.10. **Use an escalator safely** (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

12.11. **Enter and exit buildings through appropriate doorways** (e.g., attend to "In," "Out," "Enter," "Exit," and "Authorized Personnel Only" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

12.12. **Accept assistance when moving from one area to another within a building.** (IF.A.2.Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Traveling in the Community

12.13. **Locate community facilities on a local map and in the phone book** (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

12.14. **Find a desired location in the community by street signs and number** (e.g., determine desired location, identify surrounding streets, follow signs to desired location, determine address of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

12.15. **Use available modes of transportation to safely reach desired locations in the community** (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

12.16. **Locate the bus stop for a desired bus** (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)

12.17. **Signal a bus to stop from numeral and destination names appearing on the bus.** (IF.A.2.In.2, IF.A.2.Su.2)

12.18. **Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community** (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destinations). (IF.A.2.In.2, IF.A.2.Su.2)

12.19. Practice safety procedures when moving about in the immediate neighborhood (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

12.20. Demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows, don't fight; by cab—determine route in advance, inform driver of destination; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ to/from home _____ ☐ to/from school _____ ☐ to/from community

12.21. Accept assistance and travel within the community. (IF.A.2.Pa.2)

Specify: _____ ☐ with family _____ ☐ school bus _____ ☐ public transportation
_____ ☐ other: ______________________________

13. Demonstrate awareness of appropriate activities for recreation and leisure.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ☐ full ☐ partial _____ assistive technology ☐ full ☐ partial

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13.1. Identify the benefits of leisure and recreational activities (e.g., meeting new people, relieving stress, keeping mind off worries, learning new things, keeping you active, occupying leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

13.2. Identify requirements of leisure and recreational activities (e.g., equipment, directions to play the game, [illegible] to play, rules of the game). (IF.A.1.In.1, IF.A.1.Su.1)

13.3. Identify common leisure activities involved in playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ indoor card and board games—bingo, checkers, rummy
_____ ☐ outdoor team or pairs sports—softball, horseshoes, tennis, volleyball
_____ ☐ other: ______________________________

13.4. Identify appropriate times and occasions for leisure activities involved in playing games with others (e.g., sporting events, field days). (IF.A.1.In.1, IF.A.1.Su.1)

13.5. Identify common leisure activities involving attending cultural events. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ musical performances—concerts, dance performances
_____ ☐ theatre and plays
_____ ☐ celebrations—holidays, parades, festivals, exhibits
_____ ☐ other: ______________________________

13.6. Identify appropriate times and occasions for attending cultural events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

13.7. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ arts and crafts
_____ ☐ collections
_____ ☐ watching movies, reading, playing video games, listening to music
_____ ☐ other: ______________________________

13.8. Identify appropriate times for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are alone). (IF.A.1.In.1, IF.A.1.Su.1)

13.9. Identify common pet care activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting the pet
_____ ☐ caring for the pet—take for walks, feed at appropriate time, train, groom
_____ ☐ other: ______________________________

13.10. Identify appropriate times for activites involving pet care (e.g., take your pet to the vet when sick, feed your pet twice a day, take your pet for a walk every day, play with your pet during free time). (IF.A.1.In.1, IF.A.1.Su.1)

13.11. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)

Specify: ______________________________

14. Demonstrate awareness of the nature and importance of community involvement and participation for all citizens.

IF.A.2.In.1	select and use communityresources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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14.1. Identify common productive activities in the community involved in citizenship. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ registering to vote and voting
_____ ☐ knowing community leaders and elected officials
_____ ☐ learning about and obeying local, state, and federal laws
_____ ☐ volunteering for community service
_____ ☐ other: ______________________________

14.2. Identify when specific productive activities in the community are needed for citizenship (e.g., helping with elections, keeping up with news, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

14.3. Identify when service activities in the community are needed for community groups or organizations (e.g., participating in coastal cleanup; helping certain groups, like the elderly; raising money for charity). (IF.A.2.In.1, IF.A.2.Su.1)

14.4. Accept assistance with and participate in activities related to citizenship in the community. (IF.A.2.Pa.1)

Specify: ______________________________

15. Demonstrate effective communication skills used in school, home, and community settings.

CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1	participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

15.1. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ initiating topics
_____ ☐ taking turns
_____ ☐ repairing communication breakdowns
_____ ☐ showing sensitivity to cultural differences
_____ ☐ other: ______________________________
_____ ☐ maintaining topics
_____ ☐ ending a conversation

15.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ facial expressions
_____ ☐ gestures
_____ ☐ hand signals
_____ ☐ sounds
_____ ☐ body language
_____ ☐ other: ______________________________

15.3. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

15.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ tone of voice _____ ☐ pitch _____ ☐ fluency (rate and rhythm)
_____ ☐ loudness _____ ☐ duration
_____ ☐ other: ______________________________

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

15.5. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answer a question, contribute to the conversation, ask a relevant question, restate a person's statements and their implication, nod head). (CO.A.1.In.1, CO.A.1.Su.1)

15.6. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

15.7. Use appropriate greetings when meeting other persons (e.g., formal—Hello...; informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)

15.8. Respond to greetings appropriately (e.g., "Hello," "Thank you for inviting me." "It is nice to see you, too." "I am doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)

15.9. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about finances, about your future, about personal problems, about school problems; friends—about what is happening in other friends' lives, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—about weather, sports, jobs/school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons

15.10. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to. . .?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

15.11. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

15.12. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

15.13. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

15.14. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

15.15. Respond to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

15.16. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ sign language _____ ☐ total communication
_____ ☐ finger spelling _____ ☐ augmentative communication
_____ ☐ verbal language _____ ☐ symbol system
_____ ☐ other: ______________________________

15.17. Show interest in communicating (e.g., turn head, make nonverbal or verbal response, indicate attention or interest). (CO.A.1.Pa.1)
Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons

15.18. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ☐ intentional body or head movement—move or turn toward speaker
_____ ☐ facial expressions—look at speaker, smile, blink
_____ ☐ oral communication—respond verbally
_____ ☐ gestures—head nod
_____ ☐ other: ______________________________

15.19. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—gestures indicating come here, stop, one minute) through one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ☐ vocalization _____ ☐ body movements
_____ ☐ facial expressions _____ ☐ gestures
_____ ☐ other: ______________________________

16. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.

SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1	participate effectively in group situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Skills for Working in Groups

16.1. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes, helping others, completing proper share of group activities, showing self-control when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

16.2. Demonstrate appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

16.3. Demonstrate steps for group problem solving (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, determine most likely cause(s), implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

16.4. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

16.5. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)

16.6. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

16.7. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, exhibiting fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

16.8. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Interpersonal Skills

16.9. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

16.10. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.In.1)

16.11. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

16.12. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

16.13. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

16.14. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all are seated, let cars pass in front, let a pedestrian walk across first). (SE.A.2.In.1, SE.A.2.Su.1)

16.15. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)

16.16. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

16.17. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

16.18. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

16.19. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, or mediation techniques; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)

16.20. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendship—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss, a pat on the back). (SE.A.2.In.1, SE.A.2.Su.1)

16.21. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

16.22. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

16.23. Accept assistance with and engage in routine patterns of interaction with others. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Leadership Skills

16.24. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

16.25. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ ☐ supportive leaders—more participation by group members
_____ ☐ controlling leaders—group members may operate in fear
_____ ☐ negligent leaders—group members may not stay on task
_____ ☐ other: ________________________________

16.26. Identify behaviors that are used by leaders to keep group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

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Functioning in Organizations

16.27. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

16.28. Identify common characteristics of formal organizations (e.g., structure, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

16.29. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ☐ policy manuals
_____ ☐ rules and regulations
_____ ☐ security systems
_____ ☐ other: ____________________________

16.30. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ☐ school _____ ☐ community

16.31. Demonstrate behavior that meets the expectations of the organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ☐ school _____ ☐ community

16.32. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Academics - Subject Areas
Course Number:	7880010
Course Title:	Exploratory Vocational: 6-8
Previous Course Title:	Pre-Vocational: 6-8

A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to prepare for specific vocational training and safety procedures through the use of actual or simulated work tasks and the promotion of good work habits.

The content should include, but not be limited to, the following:

- personal responsibilities
- social competencies
- personal and career planning
- career exploration
- employability skills
- generic work skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Identify and evaluate own interests, aptitudes, abilities, values, and attitudes as related to career and postsecondary educational opportunities.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt
___ assistive technology
___ verbal prompt
___ supervision
___ visual prompt
___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial
____ assistive technology ☐ full ☐ partial

1.1. Identify personal characteristics that affect preferred career choices (e.g., special talents, self-management, ability to solve problems, ability to communicate, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

1.2. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

1.3. Identify personal abilities, aptitudes, and interests that relate to possible career choices (e.g., ambition, talents, knowledge and skills, previous experiences, personal strengths) (IF.B.1.In.1, IF.B.1.Su.1)

1.4. Evaluate the results of personal appraisal to determine possible career goals. (IF.B.1.In.1, IF.B.1.Su.1)

1.5. Demonstrate awareness of jobs in a variety of occupational clusters (e.g., characteristics of occupational clusters, examples of jobs within clusters, basic requirements of jobs). (CL.C.1.In.1, CL.C.1.Su.1)

1.6. Identify individual strengths and weaknesses that may affect preferred postsecondary educational opportunities. (e.g., grades, study skills, course of study, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

1.7. Identify personal leisure activities that relate to potential careers (e.g., volunteering to help others—social work, teaching; painting—artist; sewing—seamstress; automobile restoration—automobile body repair; playing with animals—veterinarian's assistant; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

2. Use a planning process to establish personal and career goals.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances–with guidance and support.
CL.C.1.Pa.1	show willingness or interest in participating in work or community activities–with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

2.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps you to stay on track, monitors progress, increases motivation; career—increases motivation, helps organization). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Identify steps in a planning process to set personal and career goals (e.g., personal—determine current situation, determine desired situation, identify tasks to reach desired situation; career—determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired job or career). (IF.B.1.In.1, IF.B.1.Su.1)

2.4. Identify resources, sources of information, and assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ individuals—family, supervisor, teacher, counselor, possible employers
_____ ☐ agencies—government agencies, religious organizations, schools
_____ ☐ materials—guides, planning software, handbooks
_____ ☐ other: ________________________________

2.5. Identify how a positive view of self affects personal and career goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

2.6. Identify alternatives and choices available to reach personal and career goals (e.g., personal goal to lose weight—start exercise program, consult a physician; career goal to work in a hospital—train to be a nurse's aide, work in a hospital cafeteria). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

2.8. Identify impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

2.9. Identify possible preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)

2.10. Accept assistance with and participate in expressing personal preferences and desires related to personal and career-related activities. (IF.B.1.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Monitoring Progress and Making Adjustments

2.11. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals. (IF.B.1.In.2, IF.B.1.Su.2)

2.12. Periodically monitor own progress in a specific activity when carrying out plans related to personal or career goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.13. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

2.14. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, re-evaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

3. Demonstrate entry-level responsibilities and social competencies necessary for successful employment (e.g., in classroom simulations or campus jobs).

CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.3	display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.5	apply employability skills in the workplace.
CL.C.2.Su.1	plan and implement personal work assignments–with guidance and support.
CL.C.2.Su.3	display reliability and work ethic according to the standards of the workplace–with guidance and support.
CL.C.2.Su.5	apply employability skills in the workplace–with guidance and support.
CL.C.2.Pa.1	participate in work or community activities–with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Planning and Completing Work Assignments

3.1. Identify purposes of planning work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

3.2. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

3.3. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: ______________________________________

3.4. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ identify task
_____ ☐ name steps of task
_____ ☐ perform task following a model or demonstration
_____ ☐ perform task with decreasing feedback
_____ ☐ perform task independently
_____ ☐ monitor own task performance
_____ ☐ evaluate own task performance
_____ ☐ other: ______________________________________

3.5. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

3.6. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: ________________________________

Problem Solving

3.7. Apply a general model for solving problems in simulated work situations (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ______☐ school ______☐ community

3.8. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ☐ brainstorming—identifying all solutions that come to mind
_____ ☐ identifying steps—when a complicated task is involved
_____ ☐ estimating—when numbers are involved
_____ ☐ matching consequences to actions—for cause and effect
_____ ☐ troubleshooting—finding problems within a work process
_____ ☐ creative thinking—when multiple solutions are acceptable
_____ ☐ modeling—basing actions on those of a good example
_____ ☐ other: ________________________________

3.9. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

3.10. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

3.11. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning a room—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a simple project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

3.12. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

3.13. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)

3.14. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

3.15. Apply creative thinking to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

3.16. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

3.17. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

3.18. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

3.19. Complete tasks to solve problems in simulated work situations (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

3.20. Use appropriate techniques or tools to solve problems in school or simulated work situations (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

3.21. Seek assistance when needed to solve problems in school or simulated work situations (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

3.22. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

3.23. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Reliability and Work Ethic

3.24. Demonstrate reliability when working (e.g., report to class or work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

3.25. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)

3.26. Demonstrate responsibility and self-control when working (e.g., accept criticism in a positive way, use a calm tone of voice to negotiate issues, give credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)

3.27. Demonstrate self-directed behavior when working (e.g., begin tasks when they are assigned, think positively, ask questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)

3.28. Demonstrate attentive behavior when working (e.g., stay on task, talk to others at appropriate time, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

3.29. Identify strategies to use to maintain an acceptable attendance record. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ ☐ report to work regularly and be on time
_____ ☐ stay until quitting time
_____ ☐ return from breaks promptly
_____ ☐ inform supervisor if late or unable to work, have scheduling conflict
_____ ☐ other: ___________________________________

3.30. Use appropriate actions if late or absent from school (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

Employability Skills

3.31. Apply basic academic skills appropriate to the task and work setting (e.g., math—measuring; reading—following written instructions). (CL.C.2.In.5, CL.C..2.Su.5)

3.32. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.5, CL.C.2.Su.5)

3.33. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—optimistic, works hard, does not talk negatively about projects or people, does not complain unnecessarily; negative attitude—pessimistic, lazy, makes negative comments, complains about work load). (CL.C.2.In.5, CL.C.2.Su.5)

3.34. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationship with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.5, CL.C.2.Su.5)

3.35. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: _____ ☐ appropriate—being punctual, following rules, showing respect for superiors
_____ ☐ inappropriate—disrupting work, making negative statements about co-workers

3.36. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)

3.37. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)

3.38. Identify types of inappropriate physical contact with others and self within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)

4. Demonstrate basic skills and safety procedures relevant to vocational training.

CL.C.2.In.2	use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.4	follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.2	use appropriate technology and equipment to complete tasks in the workplace–with guidance and support.
CL.C.2.Su.4	follow procedures to ensure health and safety in the workplace–with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Using Tools, Equipment, and Supplies

4.1. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer; preparing ground for planting—rake, hoe, shovel, hose, fertilizer). (CL.C.2.In.2, CL.C.2.Su.2)

4.2. Clean and maintain tools and equipment (e.g., copy machine—clean glass, add paper; vacuum cleaner—change bag; painting—clean brushes and paint containers). (CL.C.2.In.2, CL.C.2.Su.2)

4.3. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, or locker; personal work supplies in personal work area; cleaning supplies in cupboard; gardening tools in outdoor shed). (CL.C.2.In.2, CL.C.2.Su.2)

4.4. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own chair, reaches for own jacket when leaving, grasps paintbrush for hand-on-hand painting). (CL.C.2.Pa.1)

4.5. Accept assistance with and participate in recognizing and using adaptive/assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)

4.6. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

Following Safety Procedures

4.7. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly in a work situation (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (CL.C.2.In.4, CL.C.2.Su.4)

4.8. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

4.9. Identify materials and tools that should be found in the workplace to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.10. Identify persons to ask for assistance in emergency situations when working (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.11. Identify how to handle specific emergencies in a work situation (e.g., tornado—get under desk or stand in inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, report to police). (CL.C.2.In.4, CL.C.2.Su.4)

4.12. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur in a volunteer or work situation. (CL.C.2.Pa.1)
Specify: _____ ☐ school _____ ☐ community

4.13. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in a volunteer or work situation. (CL.C.2.Pa.1)

Specify: _____ ☐ school _____ ☐ community

5. **Demonstrate mastery of requirements from appropriate Middle/Junior exploratory or vocational job preparatory courses.**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

The following courses may be used for this requirement:

Course No.	Course Name	Grade Level
Agribusiness and Natural Resources Education		
8100110	Orientation to Agriscience, Technology, and Environmental Sciences	6-9
8100120	Introduction to Agriscience, Technology, and Environmental Sciences	6-9
8100210	Exploration of Agriscience, Technology, and Environmental Sciences	6-9
Business Technology Education		
8200110	Business Keyboarding	6-9
8200220	Computer Applications in Business I	6-9
8200210	Computer Applications in Business II	6-9
Diversified Occupations		
9100210	Exploration of Vocational Occupations	6-9
Family and Consumer Sciences		
8500130	Life Choices	6-9
8500230	Personal Development	6-9
8500240	Teen Challenges	6-9
Health Science Education		
8400110	Orientation to Health and Public Service Occupations	6-9
8400210	Exploration of Health Occupations	6-9
Marketing Education		
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
Technology Education		
8600000	Integrated Technology Studies	6-9

6. Use personal care skills to meet demands of work situations at school, in the home, or in the community.

IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.2	complete personal care, health, and fitness activities–with guidance and support.
IF.A.1.Pa.2	participate in personal care, health, and safety routines–with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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6.1. Demonstrate knowledge and skills needed for common personal care activities involved in dressing for work situations. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate clothing for the job
_____ ☐ putting on clothing, closing fasteners
_____ ☐ taking off clothing, opening fasteners
_____ ☐ other: ______________________________________

6.2. Demonstrate knowledge and skills needed for common personal care activities involved in grooming and hygiene for work situations. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ meeting health and safety standards
_____ ☐ meeting workplace expectations
_____ ☐ completing care activities at proper time and place
_____ ☐ other: ______________________________________

6.3. Demonstrate knowledge and skills needed for common personal care needs involved in motor control and managing self during work activities. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ strength, stamina, endurance, and muscular flexibility
_____ ☐ postural alignment for sitting, standing, lifting, and movement
_____ ☐ proximity to objects
_____ ☐ other: ______________________________________

6.4. Accept assistance with and participate in activities and tasks associated with daily dressing routines for volunteer or work situations. (IF.A.1.Pa.2)

Specify: ____

6.5. Accept assistance with and participate in activities and tasks associated with daily grooming and hygiene routines for volunteer or work situations. (IF.A.1.Pa.2)

Specify: ____

Special Skills Courses
Grades 6-8

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Special Skills Courses
Course Number:	7863000
Previous Course Number:	7821020
Course Title:	Social Personal: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

The content should include, but not be limited to, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student must master each year should be specified on an individual basis.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Use behaviors that promote appropriate student interaction within physical surroundings.**

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

Compliance with Laws, Rules, and Regulations

1.1. Discriminate between examples and non-examples of behaviors that represent compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, throwing trash on the highway, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)

1.2. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

1.3. Identify factors that may keep one from complying with laws, rules, and regulations (e.g., negative peer pressure, ignorance of legal requirements). (IF.B.2.In.1, IF.B.2.Su.1)

1.4. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening situation, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

1.5. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.6. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.7. Accept assistance with and participate in using behaviors that are responsible and comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Identifying Potentially Dangerous Situations

1.8. Identify situations in the home which are potentially dangerous (e.g., an intruder at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)

1.9. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised gathering on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)

1.10. Identify situations in the community which are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

1.11. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

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Getting Assistance and Following Safety Procedures

1.12. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

1.13. Demonstrate ways to ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

1.14. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

1.15. Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.16. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.17. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2. Use behaviors that promote appropriate relationships with peers and adults.

SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Identifying Types of Relationships

2.1. Differentiate among types of relationships typical for own age (e.g., friendship, dates, acquaintances, family, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

2.2. Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure time activities). (SE.A.2.In.1, SE.A.2.Su.1)

2.3. Identify the differences between social relationships and work relationships. (SE.A.2.In.1, SE.A.2.Su.1)

2.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.5. Identify qualities of a destructive or harmful relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.6. Identify personal characteristics that makes one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.7. Identify interpersonal skills that will help to maintain a close relationship with family and friends (e.g., keeping in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

2.8. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

2.9. Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn't concern you, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)

2.10. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)

2.11. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, breaking a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)

2.12. Identify the effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

Using Interpersonal Communication Skills

2.13. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

2.14. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.15. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., use polite words such as "Thank you." "You're welcome." "Please." "Excuse me." "May I?" "I'm sorry." "Nice to meet you."). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.16. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.17. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.18. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

2.19. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.20. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting positively on someone's appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

2.21. Identify communications and behaviors that compliment others (e.g., saying "Good job," "Well done"; honoring others with rewards, commending others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

2.22. Demonstrate communications and behaviors that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.23. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Using Appropriate Behavior

2.24. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.25. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

2.26. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

2.27. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.28. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.29. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.30. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.31. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.32. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, sit down when all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.33. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Physical Contact

2.34. Identify behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.35. Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.36. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.37. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.38. Demonstrate behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.39. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.40. Ask for assistance if a person experiences inappropriate physical contact from others (e.g., ask for help from a neighbor, peer, family member, teacher, pedestrian, or police officer). (SE.A.2.In.1, SE.A.2.Su.1)

2.41. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.42. Accept assistance with and participate in alerting others of inappropriate physical contact from others. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Sexual Relationships

2.43. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.44. Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.45. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.46. Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.47. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Conflict Resolution

2.48. Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

2.49. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.50. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

2.51. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

2.52. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Dealing with Excessive and Abusive Behaviors

2.53. Identify techniques when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)

2.54. Identify behaviors that are commonly considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; use of physical control; use of obscene language). (IF.B.2.In.3, IF.B.2.Su.3)

2.55. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)

2.56. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)

2.57. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.58. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.59. Identify potential impact of excessive and abusive behaviors on an individual for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ emotional _____ ☐ physical _____ ☐ social
_____ ☐ financial _____ ☐ other: ______________________________

2.60. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behavior). (IF.B.2.In.3, IF.B.2.Su.3)

3. Use behaviors that contribute to the overall effort of groups.

SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1	participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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3.1. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.2. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

3.3. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)

3.4. Identify the interdependency of different members of the group (e.g., being willing to compensate for limitations of members, contributing to the best of one's ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)

3.5. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

3.6. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

3.7. Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behavior). (SE.A.1.In.1, SE.A.1.Su.1)

3.8. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

3.9. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ discuss the problem
_____ ☐ individually list possible causes
_____ ☐ record individual group member's suggestions and clarifications
_____ ☐ determine most likely cause
_____ ☐ implement corrective action or solution
_____ ☐ report results
_____ ☐ move on to the next most probable cause if initial action is ineffective
_____ ☐ other: ________________________________

3.10. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.11. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.12. Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In.1, SE.A.1.Su.1)

3.13. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.14. Identify strategies individuals can use to respect the privacy of other group members (e.g., being cautious about what you say about others' private lives, being tactful when dealing with the feelings of others, not repeating what has been told in confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)

3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Leadership Skills

3.18. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

3.19. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)

Specify: _____ ☐ supportive leaders—more participation by group members
_____ ☐ controlling leaders—group members may operate in fear
_____ ☐ negligent leaders—group members may not stay on task
_____ ☐ other: ______________________________

3.20. Identify individual styles when working in groups (e.g., slow vs. fast-paced, leading, quiet, expressive, productive). (SE.A.1.In.2)

3.21. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

3.22. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

3.23. Identify situations when one must assume a leadership role (e.g., when the leader is absent or becomes ill, when members of the group are in conflict). (SE.A.1.In.2)

Organizations

3.24. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

3.25. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.26. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ policy manuals
_____ ☐ rules and regulations
_____ ☐ security systems
_____ ☐ other: ______________________________

3.27. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ school _____ ☐ agencies
_____ ☐ businesses _____ ☐ institutions
_____ ☐ service organizations _____ ☐ clubs and social organizations
_____ ☐ other: ______________________________

3.28. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., tardiness, not abiding by policies and rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.29. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.30. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4. Use behaviors that enhance self-control, self-reliance, and self-esteem.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

Course Number: 7863000 - Social Personal: 6-8

4.1. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and caring for personal goods
_____ ☐ selecting and caring for clothing
_____ ☐ caring for personal living space
_____ ☐ preparing and storing food for self or others
_____ ☐ cleaning and maintaining exterior areas of the house or apartment
_____ ☐ managing money and budgeting
_____ ☐ other: ____

4.2. Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: ____

4.3. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and caring for personal property
_____ ☐ caring for personal work space
_____ ☐ carrying out activities of volunteer service
_____ ☐ respecting property and rights of others
_____ ☐ accessing or using services of community agencies
_____ ☐ obtaining goods and services from community businesses
_____ ☐ other: ____

4.4. Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: ____

4.5. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning leisure activities
_____ ☐ playing indoor games
_____ ☐ attending concerts, movies, or other performances
_____ ☐ playing active individual or team sports
_____ ☐ working with hobbies and crafts
_____ ☐ participating in outdoor activities
_____ ☐ other: ____

4.6. Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: ____

4.7. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ caring for personal hygiene and grooming
_____ ☐ maintaining adequate nutrition
_____ ☐ engaging in regular exercise or fitness routines
_____ ☐ planning and following routines to promote wellness
_____ ☐ caring for own illnesses
_____ ☐ maintaining own mental health
_____ ☐ refusing tobacco, alcohol, or other unnecessary drugs
_____ ☐ other: ________________________________

4.8. Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)

Specify: ____

Functioning Independently

4.9. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ self-initiation—begins tasks on own, asks for additional tasks upon completion, recognizes how individuals get distracted, knows when to show initiative in assuming tasks that have not necessarily been assigned
_____ ☐ self-management—self-monitoring, self-instruction, and self-reinforcement; knows how to divide attention appropriately among tasks; has strategies to handle frustrations and problems associated with task completion; knows how to plan for task completion; knows how to prioritize; has motivation to finish tasks; understands personal responsibilities for tasks; knows how to get assistance or additional instruction; knows how to assess job quality
_____ ☐ self-control—manages unstructured time, controls responses to events, knows how physical changes can affect emotions, can assess what led up to a situation, assumes responsibility for own actions and emotions, understands feelings in response to failure and rejection, makes decisions that reflect personal interests rather than peer group's interests
_____ ☐ self-advocacy—knows own strengths and weaknesses, recognizes situations that are comfortable and those that are uncomfortable, knows own value system, understands differences in value systems of others, knows when to ask for help, knows how to evaluate consequences of decisions
_____ ☐ self-esteem—has a positive self-image, sets challenging goals, says no to peer pressure, understands own personality traits, knows ways to promote oneself
_____ ☐ other: ________________________________

4.10. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ lack of self-initiation—waits until the last minute to start, avoids starting at all
_____ ☐ lack of self-management—waits for others to check progress
_____ ☐ lack of self-control—gets upset when unexpected events occur
_____ ☐ lack of self-advocacy—lets others take all needed supplies
_____ ☐ lack of self-esteem—won't try new tasks, makes negative comments about self
_____ ☐ other: ________________________________

4.11. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

4.12. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

4.13. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: _____ ☐ self-initiation _____ ☐ self-management _____ ☐ self-control
_____ ☐ self-advocacy _____ ☐ self-esteem
_____ ☐ other: ________________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

4.14. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: _____ ☐ self-initiation _____ ☐ self-management _____ ☐ self-control
_____ ☐ self-advocacy _____ ☐ self-esteem
_____ ☐ other: ________________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

4.15. Accept assistance with and participate in exhibiting patterns of conduct that will enable one to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5. Use appropriate behaviors and skills when accessing and using community resources.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

Identifying Community Resources

5.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ employment—state employment services, Vocational Rehabilitation, private employment agencies
_____ ☐ housing/home maintenance—real estate agents, rental agencies, pest control
_____ ☐ medical/health/wellness—doctors, dentists, hospitals, clinics, support groups
_____ ☐ civil—voter registration, tax collector, license bureau
_____ ☐ utilities—water, electric, telephone
_____ ☐ communication—telephone, mail, e-mail
_____ ☐ transportation—bus, taxi, bicycle
_____ ☐ personal service—barber, dry cleaner, laundromat
_____ ☐ retail—department stores, clothing stores, shoe stores
_____ ☐ food service—restaurants, cafeterias, bakeries
_____ ☐ financial—banking, credit cards, investments, insurance, social services
_____ ☐ recreation/leisure/entertainment—movies, libraries, community centers, cable service
_____ ☐ legal/advocacy—lawyers, advocacy and protection groups
_____ ☐ educational—adult education, trade schools
_____ ☐ emergency—police, fire, ambulance, Red Cross
_____ ☐ religious
_____ ☐ other: ______________________________

5.2. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to purchase a new product, when equipment has broken down, when you don't feel well, when you are looking for a service). (IF.A.2.In.1, IF.A.2.Su.1)

5.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

5.4. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): ____

5.5. Use the knowledge and skills to obtain and benefit from a community service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what needs to be fixed, knowledge of resource's reputation, social skills for talking and interacting with others). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): ____

5.6. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ hair care _____ ☐ laundromat _____ ☐ dry cleaner
_____ ☐ other: ________________________________

5.7. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ library _____ ☐ parks and recreation
_____ ☐ public safety _____ ☐ transportation
_____ ☐ other: ________________________________

5.8. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ department stores _____ ☐ convenience stores _____ ☐ drug stores
_____ ☐ grocery stores _____ ☐ hardware stores _____ ☐ specialty stores
_____ ☐ flea markets _____ ☐ second hand stores _____ ☐ garage sales
_____ ☐ other: ________________________________

5.9. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ restaurants _____ ☐ cafeterias _____ ☐ fast food chains
_____ ☐ refreshment stands _____ ☐ vending machines
_____ ☐ other: ________________________________

5.10. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ movies _____ ☐ arenas _____ ☐ skating rinks
_____ ☐ video arcades _____ ☐ museums—science, art, historical
_____ ☐ other: ______________________________

5.11. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ banks _____ ☐ credit unions _____ ☐ savings and loan
_____ ☐ other: ______________________________

5.12. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor's orders, being on time). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ clinics _____ ☐ hospitals _____ ☐ doctors' offices
_____ ☐ health departments _____ ☐ mental health and guidance clinics
_____ ☐ other: ______________________________

5.13. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify activity or task: ______________________________

Traveling

5.14. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

5.15. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)

5.16. Select appropriate transportation when planning a trip (e.g., is financially feasible, offers appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

5.19. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

6. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Understanding the Components of the Individual Educational Plan

6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

6.3. Identify steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ determine school and post-school outcome desires
_____ ☐ present levels of performance
_____ ☐ develop annual goals and related short-term objectives or benchmarks
_____ ☐ assign responsibility for objectives
_____ ☐ identify needed services, modifications, and supports

6.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ employment
_____ ☐ instruction and continuing education
_____ ☐ community participation
_____ ☐ independent living
_____ ☐ agency support
_____ ☐ daily living skills
_____ ☐ course of study and diploma options

6.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

6.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ in-school—course of study, diploma, extracurricular activities
_____ ☐ post-school—postsecondary training, employment
_____ ☐ post-school—living arrangements, community participation

6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

6.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1, IF.B.1.Su.1)

6.11. Assist in setting annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Use a systematic approach to making decisions about personal goals and activities.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Decision Making

7.1. Identify the relationship between one's choices and the consequences that may result for self and others. (IF.B.1.In.1, IF.B.1.Su.1)

7.2. Identify the relationship between one's actions and choices and one's system of values and judgment. (IF.B.1.In.1, IF.B.1.Su.1)

7.3. Use age-appropriate decision-making skills. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ recognizing there is a problem to be resolved or decision to be made
_____ ☐ generating choices
_____ ☐ considering choices
_____ ☐ making a decision
_____ ☐ evaluating the effectiveness of the decision and its possible consequences
_____ ☐ other: ________________________________

7.4. Identify weaknesses in own decision-making processes and strategies for correcting them. (IF.B.1.In.1, IF.B.1.Su.1)

7.5. Identify specific routine decisions that may have long-term consequences on goals and desires (e.g., what classes to choose, whether or not to finish homework, how to spend free time, how much help to give family). (IF.B.1.In.1, IF.B.1.Su.1)

Planning Process for Personal Goals and Activities

7.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

7.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you stay on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

7.8. Identify criteria to be used to determine when a plan is needed (e.g., task is complex, choices need to be made, decision has a long-term impact). (IF.B.1.In.1, IF.B.1.Su.1)

7.9. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ identify goal or outcome
_____ ☐ identify needed resources
_____ ☐ determine major tasks
_____ ☐ schedule tasks
_____ ☐ other: ________________________________

7.10. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ individuals—family members, supervisors, teachers
_____ ☐ agencies—government agencies, religious organizations, schools
_____ ☐ other: ________________________________

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Using Self-appraisal for Personal Goals

7.11. Complete a self-appraisal to identify personal strengths and weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

7.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

7.13. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

7.14. Identify alternatives and choices available to reach personal goals (e.g., losing weight—start exercise program, diet, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

7.15. Identify the risks and benefits associated with each alternative (e.g., dieting risks—body may not get its necessary vitamins, may take dieting to an extreme; benefits—lower cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

7.16. Identify the impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

7.17. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking to a relative about your future and then making plans to get a job). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

7.18. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ short-term goals
_____ ☐ long-term goals
_____ ☐ other: ______________________________

7.19. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle, not planning too many tasks per day/week/month). (IF.B.1.In.1, IF.B.1.Su.1)

7.20. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

7.21. Set school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

7.22. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)

7.23. Set personal goals related to participation in community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

7.24. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Making Plans to Implement Personal Goals

7.25. Make a plan to implement personal goals (e.g., identify steps; write the steps on paper; have someone look over steps, when assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

7.26. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need an hour depending on extent of repairs, need an open space, need tools; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain sample test). (IF.B.1.In.1, IF.B.1.Su.1)

7.27. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

7.28. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plan accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)

7.29. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

7.30. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop strategy or plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Making Adjustments to Personal Plans

7.31. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

7.32. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

7.33. Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

7.34. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

8. Use systematic approaches to solve problems encountered in school, home, and community.

CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.
CL.B.4.Pa.1	participate in problem-solving efforts in daily routines—with assistance.
CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.Su.2	plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Identifying Personal Problems

8.1. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, being teased, not completing assignment). (CL.B.4.In.1, CL.B.4.Su.1)

8.2. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

8.3. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

8.5. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.6. Identify possible reasons for existing problems in personal life (e.g., poor eating habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

8.7. Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, or other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)

8.8. Analyze possible outcomes of problems in personal life (e.g., feeling isolated, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

8.9. Accept assistance with and participate in identifying a problem in a personal care or productive activity. (CL.B.4.Pa.1)
Specify: ____

8.10. Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)
Specify: ____

Applying Problem-Solving Strategies

8.11. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ☐ school _____ ☐ home _____ ☐ community

8.12. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

8.13. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

8.14. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ ☐ brainstorming—identifying all solutions that come to mind
_____ ☐ identifying steps—when a complicated task is involved
_____ ☐ estimating—when numbers are involved
_____ ☐ matching consequences to actions—for cause and effect
_____ ☐ troubleshooting—finding problems within a work process
_____ ☐ creative thinking—when multiple solutions are acceptable
_____ ☐ modeling—basing actions on those of a good example
_____ ☐ other: ____

8.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

8.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

8.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning a room—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

8.18. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out in class without knowing exactly how many classmates are attending). (CL.B.4.In.1, CL.B.4.Su.1)

8.19. Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

8.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating conflicts prior to scheduling classes). (CL.B.4.In.1, CL.B.4.Su.1)

8.21. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

8.22. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of successful students that lead to desired performance, use these techniques; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

8.23. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus—catch next bus, get a ride, walk). (CL.B.4.In.1, CL.B.4.Su.1)

8.24. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., forgot to bring homework, so turn in late—lower grade, not accepted by teacher). (CL.B.4.In.1, CL.B.4.Su.1)

8.25. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)

8.26. Analyze consequences of each alternative course of action for solving a particular problem in personal life. (CL.B.4.In.1, CL.B.4.Su.1)

8.27. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)
Specify: ____

8.28. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, to indicate want or need). (CL.B.4.Pa.1)
Specify: ____

Implementing Solutions

8.29. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

8.30. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

8.31. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2, CL.B.4.Su.2)

8.32. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

8.33. Use appropriate techniques or tools to solve problems in personal life (e.g., apply active listening skills, make a checklist of solutions to problems. (CL.B.4.In.2, CL.B.4.Su.2)

8.34. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)

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8.35. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.36. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify location: _____ ☐ home _____ ☐ school _____ ☐ community

8.37. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify location: _____ ☐ home _____ ☐ school _____ ☐ community

Evaluating Effectiveness of Solution

8.38. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

8.39. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Planning Class Assignments

8.40. Identify purposes of planning class assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

8.41. Identify components of a plan to complete a class assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.42. Identify, prioritize, and schedule task responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

8.43. Accept assistance with and participate in the sequence of tasks or activities of preparing for class routines. (CL.C.2.Pa.1)
Specify routine: ____

9. Use appropriate skills when communicating with others.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Understanding the Concept of Communication

9.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)

9.2. Identify the forms of "verbal" language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

9.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.4. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

9.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)

9.6. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ facial expressions _____ ☐ sounds
_____ ☐ gestures _____ ☐ body language
_____ ☐ hand signals _____ ☐ other: ________________________

9.7. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.8. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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9.9. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ tone of voice _____ ☐ pitch
_____ ☐ fluency (rate and rhythm) _____ ☐ loudness
_____ ☐ duration _____ ☐ other: ____________________

Specify situation: ____

Listening

9.10. Identify characteristics of the listening process in order to listen more effectively in conversations, lectures, and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

9.11. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

9.12. Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

9.13. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ listening for content
_____ ☐ paying attention to cues—first . . .second, in summary, most important
_____ ☐ linking to prior knowledge and experiences
_____ ☐ considering emotional meaning
_____ ☐ other: ______________________________

9.14. Use strategies to improve listening (e.g., empathize and "read" people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

9.15. Use strategies to determine if effective communication has taken place (e.g., asking if a person understands, checking the responses of others to the communication, making a follow-up call to see if the message was received). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

9.16. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ requests _____ ☐ refusals _____ ☐ other: ______________

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9.17. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)

Specify method: _____ ☐ vocalize or gesture _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ touch referent object
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________

9.18. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)

Specify method: _____ ☐ vocalize or gesture _____ ☐ point to actual object
_____ ☐ verbalize or sign _____ ☐ touch referent object
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________

9.19. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ opinions _____ ☐ facts _____ ☐ affection _____ ☐ anger
_____ ☐ joy _____ ☐ sadness _____ ☐ other: ____________________

9.20. Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Responding to Communication

9.21. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.23. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the object or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

9.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

9.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

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9.26. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)

Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons

9.27. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)

Specify: _____ ☐ intentional body or head movement—move or turn toward speaker
_____ ☐ facial expressions—look at speaker, smile, blink
_____ ☐ oral communication—respond verbally
_____ ☐ gesture—nod head, sign
_____ ☐ other: ______________________________

9.28. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—gestures indicating come here, stop, one minute). (CO.A.1.Pa.1)

Specify: _____ ☐ vocalize or gesture _____ ☐ point to actual object
_____ ☐ touch referent object _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ other: ____________________

Using Greetings and Conversations

9.29. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.30. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

9.31. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello..."; informal—"Hi !" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.32. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.33. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons

9.34. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

9.35. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to. . .?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

Giving and Receiving Feedback

9.36. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

9.37. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.38. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.39. Give effective feedback to others (e.g., by saying things like "You are doing great." "Try to do five more." "You did well on your test." "Keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Special Skills Courses
Course Number:	7863010
Course Title:	Unique Skills: 6-8

A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

The content should include, but not be limited to, the following:

- living skills
- social skills
- learning skills
- communication skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Students with disabilities who are likely to pursue a standard diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate living skills that enable an individual to function as independently as possible in personal and home care and home and community living.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.
IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Course Number: 7863010 – Unique Skills: 6-8

PRODUCTIVE ACTIVITIES IN THE HOME AND COMMUNITY

General Food Preparation, Serving, and Storage

1.1. Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in food preparation, serving, and storage. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning what to eat—follow the Food Guide Pyramid for meals and snacks
_____ ☐ serving already prepared food
_____ ☐ preparing simple cold foods—salad, sandwich
_____ ☐ preparing simple hot foods—soup, hot beverages
_____ ☐ preparing more complicated foods—cookies, stews, roasts
_____ ☐ using small appliances in preparing food—blender, mixer, toaster
_____ ☐ using large appliances in preparing food—stove, oven, refrigerator
_____ ☐ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ☐ setting table and serving food
_____ ☐ cleaning up table, dishes, and kitchen
_____ ☐ storing food—opened food packages, leftovers
_____ ☐ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ☐ using adaptive devices in preparing food
_____ ☐ other: ______________________________

1.2. Identify when specific activities in the home are needed for food preparation and storage (e.g., preparing balanced breakfasts, lunches, and dinners; clearing food from a dining table; preparing drinks and snacks for a group of friends; disposing of food left after dinner—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

1.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave for cooking purposes, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.4. Use strategies related to food preparation and storage effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal using the Food Guide Pyramid, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.5. Accept assistance with and participate in activities and tasks related to food preparation, serving, and storage routines. (IF.A.1.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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Selecting and Caring for Clothing

1.6. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for clothing. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning what to wear based on occasion, weather, or activity
_____ ☐ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ ☐ using a washing machine and clothes dryer
_____ ☐ determining which clothes require dry cleaning
_____ ☐ mending clothes
_____ ☐ organizing and maintaining clothing in closets or drawers
_____ ☐ recognizing when clothing should no longer be worn
_____ ☐ other: ___ ___________________________________

1.7. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes to be put in the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

1.8. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to appropriate heat levels for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that can't be worn; organizing clothing—place all shorts in one drawer, match socks before putting away). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.9. Use strategies related to selecting and caring for clothing effectively and efficiently and on a regular basis (e.g., do laundry every weekend; put dirty clothes into separate baskets according to color; lay out clothes to wear the night before; hang matching outfits together; hang clothes together by seasonal use; make a chart with words of pictures of what type cleansing agent and washer or dryer temperature to use for which types of clothing; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.10. Accept assistance with and participate in activities and tasks related to selecting and caring for clothing routines. (IF.A.1.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Household Cleaning and Maintenance of Interior Areas

1.11. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying areas and objects that need to be cleaned or maintained
_____ ☐ selecting appropriate products, tools, and equipment for housekeeping
_____ ☐ using products, tools, and equipment for household cleaning
_____ ☐ scheduling tasks that are done daily, weekly, monthly
_____ ☐ recycling items
_____ ☐ using products, tools, and equipment for home maintenance tasks
_____ ☐ securing the home
_____ ☐ maintaining a comfortable temperature in house
_____ ☐ getting assistance, if needed, for tasks
_____ ☐ other: ____

1.12. Identify when specific productive activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled rugs; storing home cleaning supplies safely; cleaning a bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum for cleaning; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

1.13. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; vacuuming floor; adjusting thermostat, changing light bulbs; unclogging drains; painting; knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

1.14. Use strategies related to household cleaning, safety, and maintenance of interior areas effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate maintenance activities with each other or another event [change the battery in the smoke detector each time the air conditioner filter is changed]; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

1.15. Accept assistance with and participate in activities and tasks related to household cleaning, safety, and maintenance of interior areas. (IF.A.1.Pa.1)
Specify: ____

Maintenance of Exterior Areas

1.16. Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in maintenance of exterior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying exterior areas and objects that need to be cleaned
_____ ☐ using products, tools, and supplies to perform yard care skills
_____ ☐ mowing lawns, weeding, raking leaves
_____ ☐ scheduling tasks that are done daily, weekly, monthly
_____ ☐ keeping sidewalk or driveway clean
_____ ☐ maintaining exterior, including outdoor light fixtures
_____ ☐ other: ____

1.17. Identify when specific productive activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

1.18. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)

1.19. Use strategies related to maintenance of exterior areas effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask landlord about regularly scheduled maintenance completed by owners; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

1.20. Accept assistance with and participate in activities and tasks related to maintenance of exterior areas routines. (IF.A.1.Pa.1)
Specify: ____

Managing Money and Personal Finances

1.21. Identify persons, objects, tasks, and areas associated with common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ preparing weekly/monthly budgets
_____ ☐ managing and protecting personal cash
_____ ☐ using checking and savings accounts
_____ ☐ paying bills, contributing to charities
_____ ☐ using comparative shopping to make wise purchases
_____ ☐ using a credit card
_____ ☐ using an ATM or debit card
_____ ☐ paying income taxes
_____ ☐ saving and investing money
_____ ☐ other: ________________________________

1.22. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing pay checks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, calculating sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

1.23. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, paying taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.24. Use strategies related to managing money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month.) (IF.A.1.In.1, IF.A.1.Su.1)

1.25. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: ____

Citizenship

1.26. Identify persons, objects, tasks, and areas associated with common productive activities in the community involved in civic duties. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ registering to vote and voting
_____ ☐ becoming knowledgeable about community leaders and elected officials
_____ ☐ learning about and obeying local, state, and federal laws
_____ ☐ other: ______________________________

1.27. Identify when specific productive activities in the community are required for civic duty (e.g., helping with the election process, keeping informed about issues, volunteering on holidays or times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

1.28. Use specific knowledge and skills when completing productive activities in the community involving civic duties (e.g., abiding by laws, participating in community events, working at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

1.29. Use strategies related to civic duties to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper, community bulletin board, or local news for opportunities). (IF.A.1.In.1, IF.A.1.Su.1)

1.30. Accept assistance with and participate in activities and tasks related to civic duties. (IF.A.1.Pa.1)
Specify: ____

Community Service Organizations

1.31. Identify persons, objects, tasks, and areas associated with common productive activities in the community involving service groups or organizations. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ participating in community service organizations
_____ ☐ participating in service activities of religious organizations
_____ ☐ other: ______________________________

1.32. Identify when specific productive activities in the community are needed for service groups or organizations (e.g., participating in coastal cleanup, assisting certain groups of people, raising money for charity). (IF.A.1.In.1, IF.A.1.Su.1)

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1.33. Use specific knowledge and skills when completing productive activities in the community involving service groups or organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance). (IF.A.1.In.1, IF.A.1.Su.1)

1.34. Use strategies to identify productive activities in the community related to service groups or organizations effectively and efficiently and on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask a member of the organization how they like it, read information or view video tapes about the group, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.35. Accept assistance with and participate in activities and tasks related to community service groups or organizations. (IF.A.1.Pa.1)
Specify: ______________________________

Informal Gatherings in the Community

1.36. Identify persons, objects, tasks, and areas associated with productive activities in the community involved with informal gatherings of community members and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

1.37. Identify when specific productive activities in the community are needed for informal gatherings of community members and neighbors (e.g., when neighbors are ill, when having a block party, when celebrating a holiday). (IF.A.1.In.1, IF.A.1.Su.1)

1.38. Use specific knowledge and skills when completing activities in the community involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

1.39. Use strategies related to identifying informal gatherings of community members or neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.40. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: ______________________________

LEISURE ACTIVITIES AT HOME AND IN THE COMMUNITY

1.41. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies unstructured time). (IF.A.1.In.1, IF.A.1.Su.1)

1.42. Identify general characteristics of leisure and recreational activities (e.g., individual or team activities, entertaining or relaxing, learn new things). (IF.A.1.In.1, IF.A.1.Su.1)

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Games for Teams and Pairs

1.43. Identify persons, objects, tasks, and areas involved in playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ indoor card and board games—bingo, checkers, rummy
_____ ☐ outdoor team or pairs sports—volleyball, softball, golf, horseshoes
_____ ☐ other: ________________________________

1.44. Identify the appropriate time and occasions for playing games with others (e.g., physical education class, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

1.45. Use specific knowledge and skills when playing games with others (e.g., taking turns, following the rules, counting the points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.46. Use strategies related to playing games with others effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place, identify games with certain times of the year—during Christmas holidays, the family enjoys playing cards). (IF.A.1.In.1, IF.A.1.Su.1)

1.47. Accept assistance with and participate in activities and tasks related to playing games with others. (IF.A.1.Pa.1)

Specify: ____________________________________

Cultural Activities and Sporting Events

1.48. Identify persons, objects, tasks, and areas associated with attending cultural events and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ musical performances—concerts, dance performances
_____ ☐ theatre and plays
_____ ☐ celebrations—holidays, parades, festivals, exhibits
_____ ☐ sporting events—games, matches
_____ ☐ other: ________________________________

1.49. Identify the appropriate time and occasions for attending or participating in cultural events and sporting events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

1.50. Use specific knowledge and skills when completing leisure activities in the community involving attending cultural activities and sporting events (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees, participating in a production). (IF.A.1.In.1, IF.A.1.Su.1)

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1.51. Use strategies to plan leisure activities related to cultural events and sporting events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, pick up and keep free local team schedules, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)

1.52. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: ______________________________

Hobbies, Crafts, and Collections

1.53. Identify persons, objects, tasks, and areas associated with hobbies, crafts, and collections used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ arts and crafts
_____ ☐ collections
_____ ☐ watching movies, reading, playing video games, listening to music
_____ ☐ other: ______________________

1.54. Identify the appropriate time for leisure activities involving hobbies, crafts, and collections (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

1.55. Use specific knowledge and skills when engaging in activities involving hobbies, crafts, and collections (e.g., creating the product involved in a craft, knowing where to obtain books to read, how to operate a TV, VCR, radio, or CD player, organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.56. Use strategies related to hobbies, crafts, and collections effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups; get on mailing list of hobby or crafts stores that carry items of interest; watch the community calendar on local TV station; watch for flyers from community recreation centers; write dates of upcoming events on personal calendar; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.57. Accept assistance with and participate in activities and tasks associated with hobbies, crafts, and collections. (IF.A.1.Pa.1)
Specify: ______________________________

Caring for Pets

1.58. Identify persons, objects, tasks, and areas associated with leisure activities involving pet care. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ selecting the pet
_____ ☐ caring for the pet, taking for walks, feeding, training, grooming, veterinary care
_____ ☐ other: ______________________

1.59. Identify the appropriate time for activities involving pet care (e.g., when your pet is sick, feeding your pet twice a day, taking your pet for a walk every day, playing with your pet). (IF.A.1.In.1, IF.A.1.Su.1)

1.60. Use specific knowledge and skills when completing activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called, exercising the pet, caring for pet's coat). (IF.A.1.In.1, IF.A.1.Su.1)

1.61. Use strategies related to pet care effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dipper to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

1.62. Accept assistance with and participate in activities and tasks associated with caring for pets. (IF.A.1.Pa.1)
Specify: ______________________________

Gardening and Plants

1.63. Identify persons, objects, tasks, and areas associated with leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ selecting the plant or type of garden
_____ ☐ caring for the plants—fertilizing, watering, weeding, harvesting
_____ ☐ other: ______________________

1.64. Identify the appropriate time for leisure activities involving gardening and plants (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

1.65. Use specific knowledge and skills when completing leisure activities involving gardening and plants (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ripe, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

1.66. Use strategies related to gardening and plants effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year, note what neighbors are doing, buy pre-measured fertilizers or plant foods—fertilizer spikes). (IF.A.1.In.1, IF.A.1.Su.1)

1.67. Accept assistance with and participate in activities and tasks associated with caring for plants and gardening. (IF.A.1.Pa.1)
Specify: ______________________________

Outdoor Activities

1.68. Identify persons, objects, tasks, and areas associated with outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ outdoor sports—camping, hiking, biking, skating
_____ ☐ water sports—swimming, diving, boating, fishing
_____ ☐ other: ______________________

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1.69. Identify the appropriate time for leisure activities involving outdoor or water sports (e.g., camping, hiking, climbing—when the correct equipment is available, during a season favorable to being outdoors, when you are in the right location). (IF.A.1.In.1, IF.A.1.Su.1)

1.70. Use specific knowledge and skills when completing leisure activities involving outdoor or water sports (e.g., hiking and climbing—using ropes and equipment, following safety procedures; camping—how to pitch a tent, how to cook outdoors, how to build a fire; fishing—baiting a hook, using different lures, boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.71. Use strategies related to outdoor activities and water sports effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place; join a group interested in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

1.72. Accept assistance with and participate in activities and tasks associated with outdoor activities and water sports. (IF.A.1.Pa.1)
Specify: ____

PERSONAL CARE, HEALTH, AND FITNESS

Eating

1.73. Identify persons, objects, tasks, and areas associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ selecting and using dishes, glasses, and utensils properly
_____ ☐ using table manners, including cleaning up
_____ ☐ other: ________________________________

1.74. Use specific knowledge and skills involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.75. Use strategies related to eating effectively and efficiently on a regular basis (e.g., keep like utensils stored together, watch what others do when selecting proper utensils, ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

1.76. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
Specify school routines: _____ ☐ breakfast _____ ☐ lunch _____ ☐ snack
Specify community routines: _____ ☐ eating out _____ ☐ volunteer activities

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Dressing

1.77. Identify persons, objects, tasks, and areas associated with personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting clothing for weather, occasion, and activity
_____ ☐ putting on clothing, closing fasteners
_____ ☐ taking off clothing, opening fasteners
_____ ☐ other: ______________________________

1.78. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled; when clothes need to be changed—at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)

1.79. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately for the occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.80. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps, hang matching clothes together; ask a roommate or friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

1.81. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)

Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
Specify school routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
Specify community routines: _____ ☐ volunteer activities _____ ☐ special events

Grooming

1.82. Identify persons, objects, tasks, and areas associated with personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ hair—shampooing, drying, combing, styling, cutting
_____ ☐ nails—cutting, cleaning, filing
_____ ☐ cosmetics—applying, removing
_____ ☐ shaving
_____ ☐ other: ______________________________

1.83. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty; cosmetics—apply when dressing up or when desired, remove before bedtime). (IF.A.1.In.2, IF.A.1.Su.2)

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1.84. Use specific knowledge and skills when completing grooming activities (e.g., hair—parting hair evenly, fixing hair according to style, knowing the difference between shampoo and conditioner; nails—not cutting too short, filing evenly, knowing how to clean and file; cosmetics—correctly apply makeup, use the right amount, knowing where each type of cosmetic is applied, knowing how to remove; shaving—knowing about different types of shavers, using electric razors). (IF.A.1.In.2, IF.A.1.Su.2)

1.85. Use strategies when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative or doctor about appropriate choice of cosmetics; store grooming supplies together). (IF.A.1.In.2, IF.A.1.Su.2)

1.86. Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)
Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
Specify school routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
Specify community routines: _____ ☐ volunteer activities _____ ☐ special events

Hygiene

1.87. Identify persons, objects, tasks, and areas associated with personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ washing and bathing
_____ ☐ dental care
_____ ☐ using the toilet
_____ ☐ menstrual care
_____ ☐ other: ______________________________

1.88. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed, dispose of products appropriately). (IF.A.1.In.2, IF.A.1.Su.2)

1.89. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowledge of why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.90. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

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1.91. Accept assistance with and participate in activities and tasks associated with daily hygiene routines. (IF.A.1.Pa.2)
Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
Specify school routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
Specify community routines: _____ ☐ volunteer activities _____ ☐ special events

Motor Control

1.92. Identify personal care needs involved in motor control. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ strength, stamina, endurance, and muscular flexibility
_____ ☐ postural alignment for sitting, standing, lifting, and movement
_____ ☐ proximity to objects
_____ ☐ other: ______________________________________

1.93. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles to complete daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

1.94. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.95. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational/physical therapist about lifting and moving; use adaptive/assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

1.96. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
Specify school routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
Specify community routines: _____ ☐ volunteer activities _____ ☐ special events

Nutrition

1.97. Identify persons, objects, tasks, and areas associated with common health care activities involving nutrition. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ selecting food that provides optimum nutritional value
_____ ☐ maintaining, losing, or gaining weight
_____ ☐ choosing a diet that follows the Food Guide Pyramid
_____ ☐ using dietary supplements—vitamins, energy bars
_____ ☐ other: ______________________________

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1.98. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

1.99. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using the Food Guide Pyramid when planning a meal, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks with dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.100. Use strategies related to nutrition to complete health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient-dense and nutrient-lacking foods; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half cupful of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

1.101. Accept assistance with and participate in activities and tasks associated with daily nutrition routines. (IF.A.1.Pa.2)
Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
Specify school routines: _____ ☐ breakfast _____ ☐ lunch _____ ☐ snack
Specify community routines: _____ ☐ eating out _____ ☐ volunteer activities

Diseases

1.102. Identify persons, objects, tasks, and areas associated with health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ identifying communicable diseases and their symptoms
_____ ☐ knowing how diseases are transmitted and their incubation periods
_____ ☐ knowing preventative measures and ways to avoid contact
_____ ☐ knowing possible treatments for communicable diseases
_____ ☐ knowing about causes and symptoms of cancer, cardiovascular disease, emphysema, diabetes, and other chronic diseases
_____ ☐ knowing how to get treatment for diseases and illnesses
_____ ☐ other: ________________________________

1.103. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)

1.104. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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1.105. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, use proper hygiene to avoid contact). (IF.A.1.In.2, IF.A.1.Su.2)

1.106. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

First Aid

1.107. Identify persons, objects, tasks, and areas associated with health care activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ stopping bleeding and applying bandages
_____ ☐ taking care of burns, poisons, and wounds
_____ ☐ using cardiopulmonary resuscitation (CPR)
_____ ☐ getting help when needed
_____ ☐ other: ______________________________

1.108. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

1.109. Use specific knowledge and skills when completing health care activities involving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.110. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together; take a first aid course; ask someone to show you how to properly administer first aid; keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

1.111. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Wellness

1.112. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ obtaining routine medical care, periodic check-ups
_____ ☐ getting regular rest and exercise
_____ ☐ maintaining a nutritious diet
_____ ☐ taking steps to maintain a positive mental attitude
_____ ☐ other: ______________________________

1.113. Identify health care activities that are needed for wellness (e.g., creating a wellness plan, seeing general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself; maintaining positive social contacts). (IF.A.1.In.2, IF.A.1.Su.2)

1.114. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, identifying sources of stress, balancing own schedule of activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.115. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it; participate in wellness activities with a friend; keep nonprescription drugs stored together; check expiration dates on nonprescription drugs every six months; ask doctor and dentist to send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

1.116. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Tobacco, Alcohol, and Other Drug Use and Abuse

1.117. Identify persons, objects, tasks, and areas associated with prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ identifying the appropriate use of prescription and nonprescription drugs
_____ ☐ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ ☐ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
_____ ☐ identifying legal control of tobacco, alcohol, and other drug use
_____ ☐ identifying the role of peer pressure
_____ ☐ other: ______________________________

1.118. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

1.119. Use specific knowledge and skills related to tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of alcohol, tobacco, and drug abuse; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.120. Use strategies to prevent tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations and warnings with the prescriptions you take regularly; do not drink alcohol; do not smoke or chew tobacco; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

1.121. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Disability Awareness and Management

1.122. Identify activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ appropriate use of equipment, assistive or adaptive devices
_____ ☐ recognizing the need for repair or maintenance of any prosthesis
_____ ☐ management of daily medical needs
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ______________________________

1.123. Use specific knowledge and skills when completing activities involving disability awareness and management (e.g., correctly using equipment, assistive, or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs; knowing causal factors related to disability and their implications; knowing treatment for disability and any associated problems; knowing limitations due to disability; knowing availability and function of assistive and adaptive devices). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.124. Use strategies to complete activities related to disability awareness and management effectively and efficiently and on a regular basis (e.g., store instructions for adaptive/assistive equipment in one place; keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

1.125. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Exercise Programs

1.126. Identify persons, objects, tasks, and areas associated with health care activities involved in exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate exercise activities for fitness
_____ ☐ performing specific exercises
_____ ☐ maintaining participation in exercise programs
_____ ☐ identifying potential problems resulting from exercise programs
_____ ☐ evaluating the benefits of an exercise program
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ______________________________

1.127. Identify when exercise programs are needed (e.g., to control weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

1.128. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.129. Use strategies related to exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan; set up a schedule for regular exercise and follow it; exercise with a buddy; join an exercise group at local YMCA or community center; watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

1.130. Accept assistance with and participate in activities and tasks associated with exercise programs. (IF.A.1.Pa.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Mental Health

1.131. Identify persons, objects, tasks, and areas associated with activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ identifying emotional needs and related social behaviors
_____ ☐ identifying maladaptive behaviors and habits
_____ ☐ identifying sources of stress or anxiety
_____ ☐ determining own ability to deal with perceived causes of problems
_____ ☐ determining potential impact or results of mental health problems
_____ ☐ choosing to engage in alternate behaviors or activities to relieve problems
_____ ☐ requesting assistance with mental health needs when necessary
_____ ☐ other: ______________________________

1.132. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when events in your life seem overwhelming, when you are "burned out"). (IF.A.1.In.2, IF.A.1.Su.2)

1.133. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.134. Use strategies related to maintaining mental health effectively and efficiently and on a regular basis (e.g., regularly schedule time for yourself, keep long-term goals in sight, set up a network of relatives and friends you can turn to). (IF.A.1.In.2, IF.A.1.Su.2)

1.135. Accept assistance with and participate in activities and tasks associated with mental health. (IF.A.1.Pa.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

USING COMMUNITY RESOURCES AND TRAVEL

Using Community Services (General Process)

1.136. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ employment—state employment services, Vocational Rehabilitation, private agencies
_____ ☐ housing/home maintenance—real estate agents, rental agencies, pest control
_____ ☐ medical/health/wellness—doctors, dentists, hospitals, clinics, support groups
_____ ☐ civil—voter registration, tax collector, license bureau
_____ ☐ utilities—water, electric, garbage collection
_____ ☐ communication—telephone, mail, e-mail
_____ ☐ transportation—bus, taxi, bicycle
_____ ☐ personal services—barber, dry cleaner, laundromat
_____ ☐ retail stores—department stores, clothing stores, shoe stores, grocery stores
_____ ☐ food services— restaurants, cafeterias, bakeries
_____ ☐ financial—banks, credit unions, insurance agents
_____ ☐ recreation/leisure/entertainment—movies, libraries, community centers
_____ ☐ legal/advocacy—lawyers, advocacy and protection groups
_____ ☐ educational—adult education, trade schools, community colleges, school board
_____ ☐ emergency—police, fire, ambulance, Red Cross
_____ ☐ other: ______________________________

1.137. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

1.138. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., government agencies, family, friends, newspaper, phone book, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

1.139. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

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1.140. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ community service agencies: advantages—usually free or low cost; disadvantages—may have a waiting list, may have eligibility limitations
_____ ☐ businesses: advantages—customer service focus, convenience; disadvantages—higher cost
_____ ☐ other resources (i.e., friends, neighbors, co-workers): advantages—want to help, little or no cost; disadvantages—may have less knowledge than professionals

1.141. Select the community service agency, business, or other resource that will meet (or is most likely to meet) an individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

1.142. Locate community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., call to obtain address, look up address in phone book, ask a friend or co-worker for directions). (IF.A.2.In.1, IF.A.2.Su.1)

1.143. Identify ways of contacting community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., telephone, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

1.144. Contact community service agencies, businesses, or other resources to assist individuals with specific needs when necessary (e.g., to ask questions about a bill, to make an appointment, to find out services, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)

1.145. Use the specific knowledge and skills that are required to obtain and benefit from a particular service related to specific needs (e.g., knowing standard rates, knowing what needs to be fixed, knowing reputation of provider, gathering documentation, requesting assistance, maintaining continued contacts if needed). (IF.A.2.In.1, IF.A.2.Su.1)

1.146. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Using Specific Community Services

1.147. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ hair care _____ ☐ laundromat _____ ☐ dry cleaner
_____ ☐ other: ______________________________

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1.148. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ library _____ ☐ parks and recreation
_____ ☐ public safety _____ ☐ public health department
_____ ☐ other: ______________________________

1.149. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ department stores _____ ☐ convenience stores _____ ☐ drug stores
_____ ☐ grocery stores _____ ☐ hardware stores _____ ☐ specialty stores
_____ ☐ flea markets _____ ☐ second-hand stores _____ ☐ garage sales
_____ ☐ other: ______________________________

1.150. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ restaurants _____ ☐ cafeterias
_____ ☐ fast food chains _____ ☐ refreshment stands
_____ ☐ vending machines _____ ☐ other: ________________

1.151. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ movies _____ ☐ arenas
_____ ☐ skating rinks _____ ☐ video arcades
_____ ☐ museums—science, arts, historical _____ ☐ bowling alleys
_____ ☐ skating rinks _____ ☐ other: ________________

1.152. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ banks _____ ☐ credit unions _____ ☐ savings and loan institutions
_____ ☐ other: ______________________________

1.153. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out an application, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ clinics _____ ☐ hospitals _____ ☐ doctor's offices
_____ ☐ public health department _____ ☐ mental health and guidance clinics
_____ ☐ other: ______________________________

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Mail and Telephone Services

1.154. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ mail—US Post Office; shipping services
_____ ☐ telephone—local provider, long distance carrier, cellular phone company
_____ ☐ e-mail—Internet service providers
_____ ☐ other: ______________________________

1.155. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ writing a card or letter
_____ ☐ addressing an envelope
_____ ☐ determining and obtaining correct postage
_____ ☐ locating and using mail boxes
_____ ☐ using pickup and delivery services
_____ ☐ registering a change of address
_____ ☐ packing a box for shipping
_____ ☐ selecting and using a shipping service
_____ ☐ other: ______________________________

1.156. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ knowing the function and use of telephone parts
_____ ☐ knowing the function of various signals and tones
_____ ☐ selecting correct way to dial local numbers
_____ ☐ knowing how to get assistance with telephone services
_____ ☐ using emergency numbers such as 911
_____ ☐ using adaptive telephones and telephone services
_____ ☐ using basic information numbers such as 411
_____ ☐ using pay telephones
_____ ☐ other: ______________________________

1.157. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ what to say when answering the phone
_____ ☐ what to say when making a call
_____ ☐ what to say when ending a call
_____ ☐ how to maintain a phone conversation
_____ ☐ how to leave a message
_____ ☐ how to take a message
_____ ☐ other: ______________________________

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General Knowledge about Travel

1.158. Identify various means of transportation for people with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

1.159. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ cost _____ ☐ handicap accessibility
_____ ☐ routes _____ ☐ hours of operation
_____ ☐ convenience _____ ☐ other: ______________________

1.160. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

1.161. Select appropriate transportation for routine travel needs (e.g., financially feasible, appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility in an Enclosed Space or Room

1.162. Identify and locate desired area in a room (e.g., find a vacant seat in a classroom; sit in student's desk in classroom, not the teacher's). (IF.A.2.In.2, IF.A.2.Su.2)

Specify: ______ ☐ home ______ ☐ school ______ ☐ community

1.163. Move to desired location in a room safely and effectively. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: ______ ☐ home ______ ☐ school ______ ☐ community

1.164. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

Specify: ______ ☐ home ______ ☐ school ______ ☐ community

1.165. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms. (IF.A.2.Pa.2)

Specify: ______ ☐ home ______ ☐ school ______ ☐ community

1.166. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms. (IF.A.2.Pa.2)

Specify: ______ ☐ home ______ ☐ school ______ ☐ community

Mobility in Buildings

1.167. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

1.168. Identify and find specific locations in home when completing functional tasks (e.g., living area, eating area, kitchen, bath, recreation area, laundry area, waste disposal, storage area). (IF.A.2.In.2, IF.A.2.Su.2)

1.169. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men's clothing, women's clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)

1.170. Identify and find specific locations in restaurants when completing functional tasks (e.g., nonsmoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

1.171. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

1.172. Locate a specific room, apartment, or office according to its name or number (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

1.173. Enter and exit buildings through appropriate doorways (e.g., attend to "Enter," "No Entry," "Authorized Personnel Only," "Exit" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

1.174. Accept assistance with and participate in the sequence of tasks or activities to locate desired areas in familiar buildings. (IF.A.2.Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.175. Accept assistance with and participate in sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window). (IF.A.2.Pa.2)

1.176. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.177. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

1.178. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

1.179. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility or street address, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

1.180. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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1.181. Find desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

1.182. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades or roller skates). (IF.A.2.In.2, IF.A.2.Su.2)

1.183. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

1.184. Practice safety procedures when walking or biking (e.g., wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

1.185. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

1.186. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
Specify: ____

Using Public Transportation

1.187. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)

1.188. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)

1.189. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

1.190. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

1.191. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

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2. Demonstrate social skills to respond appropriately to the environment, including the ability to build and maintain satisfactory interpersonal relationships and solve personal problems.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.
IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1	participate effectively in group situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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MAKING AND CARRYING OUT PLANS

Planning Process for Personal Goals

2.1. Identify personal situations that call for a plan (e.g., creating a wellness plan, moving to a new apartment, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Identify criteria to use to determine when a plan is needed (e.g., availability of options, time and resources available for planning, long-term impact of decision). (IF.B.1.In.1, IF.B.1.Su.1)

2.4. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ identify goal or outcome
_____ ☐ identify needed resources
_____ ☐ determine major tasks
_____ ☐ schedule tasks
_____ ☐ other: ______________________________

2.5. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ individuals—family members, supervisors, teachers
_____ ☐ agencies—government agencies, religious organizations, schools
_____ ☐ other: ______________________________

Using Self-appraisal for Personal Goals

2.6. Use self-appraisal to indicate personal strengths or needs (e.g., physical appearance, personality, social skills, performance in school, performance outside of school, talents, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and needs, identify practices that maximize strengths and minimize needs). (IF.B.1.In.1, IF.B.1.Su.1)

2.8. Identify how a positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

2.9. Identify alternatives and choices available to reach personal goals (e.g., lose weight—follow the Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

2.10. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get necessary vitamins, may take to an extreme; dieting benefits—clothes fit better). (IF.B.1.In.1, IF.B.1.Su.1)

2.11. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, heart disease, hypertension, and affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

2.12. Identify previous personal experiences related to setting personal goals (e.g , visiting a homeless shelter and then volunteering for a community program, getting counseling and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

2.13. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ short-term goals
_____ ☐ long-term goals
_____ ☐ other: ______________________________

2.14. Determine if tasks needed to reach personal goals are reasonable (e.g., taking on only what you can handle, not planning too many tasks per day/week/month). (IF.B.1.In.1, IF.B.1.Su.1)

2.15. Identify when responsible planning is needed for personal choices (e.g., selecting a place to live, choosing a hobby). (IF.B.1.In.1, IF.B.1.Su.1)

2.16. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

2.17. Set personal goals related to preferred leisure activities (e.g., joining a recreational sports team, reading books). (IF.B.1.In.1, IF.B.1.Su.1)

2.18. Set personal goals related to preferred participation in community activities (e.g., participating in a religious organization; volunteering at a community organization; attending community affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

2.19. Accept assistance with and participate in expressing personal preferences and desires related to own activities. (IF.B.1.Pa.1)
Specify: _____ ☐ personal care _____ ☐ productive activities
_____ ☐ leisure and recreation activities
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Making Plans to Implement Personal Goals

2.20. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

2.21. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour depending on extent of repairs, need an open space, a wrench, screw driver and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of sample tests for practice). (IF.B.1.In.1, IF.B.1.Su.1)

2.22. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

2.23. Commit to project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

2.24. Undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., schedule changes, unavailable resources, personal illness). (IF.B.1.In.2, IF.B.1.Su.2)

2.25. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop a plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Making Adjustments to Personal Plans

2.26. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.27. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., compare to original situation, review steps taken, calculate costs in time and money). (IF.B.1.In.2, IF.B.1.Su.2)

2.28. Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

2.29. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments to plans. (IF.B.1.Pa.1)

Specify: _____ ☐ personal care _____ ☐ productive activities
_____ ☐ leisure and recreational activities
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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Career Planning Process

2.30. Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

2.31. Identify steps in a planning process to set career goals (e.g., determine strengths and needs, identify interests and abilities, match to opportunities, identify desired career and lifestyle). (IF.B.1.In.1, IF.B.1.Su.1)

2.32. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

2.33. Use self-appraisal to indicate own strengths and needs related to possible careers (e.g., certificates received, test scores, previous experiences, physical strengths, interests, talents, desires). (IF.B.1.In.1, IF.B.1.Su.1)

2.34. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem-solving, communication, self-management, cheerfulness, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

2.35. Identify personal limitations that may affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

2.36. Identify options available that are associated with selected careers (e.g., local job market, hiring practices, availability of support and training on the job, availability of entry-level positions). (IF.B.1.In.1, IF.B.1.Su.1)

2.37. Identify risks associated with selected occupations and careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials, long-term future may be unknown). (IF.B.1.In.1, IF.B.1.Su.1)

2.38. Select preferred occupational and career choices for self (e.g., identify personal strengths and needs, evaluate experiences and education, identify jobs and careers that relate to personal preferences). (IF.B.1.In.1, IF.B.1.Su.1)

2.39. Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a professional certificate). (IF.B.1.In.1, IF.B.1.Su.1)

2.40. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or community service activities. (IF.B.1.Pa.1)

2.41. Commit to complete necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

2.42. Adapt career plan and goals in response to changing situations and requirements (e.g., if you don't get a job after applying, apply for other jobs that are similar; adjust plan to obtain another job). (IF.B.1.In.2, IF.B.1.Su.2)

2.43. Accept assistance with and participate in expressing personal preferences and desires related to making adjustments in volunteer and workplace activities. (IF.B.1.Pa.1)

Specify: _____ ☐ school _____ ☐ community

PATTERNS OF CONDUCT

Independent Behaviors

2.44. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ self-initiation—begins tasks on own, asks for additional tasks upon completion
- _____ ☐ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
- _____ ☐ self-control—manages unstructured time, controls responses to events
- _____ ☐ self-advocacy—requests needed resources, questions practices that appear unfair
- _____ ☐ self-esteem—sets challenging goals, says no to peer pressure
- _____ ☐ other: ______________________________

2.45. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ lack of self-initiation—waits until the last minute to start, avoids starting at all
- _____ ☐ lack of self-management—waits for others to check progress
- _____ ☐ lack of self-control—gets upset when unexpected events occur
- _____ ☐ lack of self-advocacy—lets others take all needed supplies
- _____ ☐ lack of self-esteem—won't try new tasks, makes negative comments about self
- _____ ☐ other: ______________________________

2.46. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

2.47. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.48. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ self-initiation _____ ☐ self-management _____ ☐ self-control
_____ ☐ self-advocacy _____ ☐ self-esteem _____ ☐ other: __________

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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2.49. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ self-initiation _____ ☐ self-management _____ ☐ self-control
_____ ☐ self-advocacy _____ ☐ self-esteem _____ ☐ other: ____________
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.50. Accept assistance with and participate in exhibiting patterns of conduct that will increase own ability to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Social Behaviors

2.51. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ consideration—makes polite comments, shares resources with others
_____ ☐ cooperation—does share of work on projects, accepts others' suggestions
_____ ☐ assertiveness—raises hand to participate in class, makes needs known to others
_____ ☐ response to humor or teasing—laughs without drawing attention, ignores
_____ ☐ response to criticism—makes needed changes, acknowledges others' views
_____ ☐ other: ____________________________________

2.52. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.2.Su.1)

Specify: _____ ☐ lack of consideration—won't wait for turn, will not clean up after finished with task
_____ ☐ lack of cooperation—won't help others with task, keeps all supplies
_____ ☐ lack of assertiveness—lets others take over equipment
_____ ☐ inappropriate response to humor or teasing—makes loud noises, gets angry
_____ ☐ inappropriate response to criticism—takes personally, makes negative comments, get angry
_____ ☐ other: ____________________________________

2.53. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

2.54. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of control by persons in the environment, lack of knowledge or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

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2.55. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ consideration
_____ ☐ response to humor or teasing
_____ ☐ cooperation
_____ ☐ assertiveness
_____ ☐ response to criticism
_____ ☐ other: _______________

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.56. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ consideration
_____ ☐ response to humor or teasing
_____ ☐ cooperation
_____ ☐ assertiveness
_____ ☐ response to criticism
_____ ☐ other: _______________

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.57. Accept assistance with and participate in exhibiting patterns of conduct that will promote one's ability to function effectively in a variety of social situations. (IF.B.2.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Sexual Relationships

2.58. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respects partner's desires, is consistent with expectations or rules of the situation and location, uses appropriate language, makes responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.59. Identify behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.60. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of consequences of behaviors). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.61. Identify factors that may encourage behaviors that are not responsible and/or appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.62. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection and sexual relations with others. (IF.B.2.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Compliance with Laws, Rules, and Regulations

2.63. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant). (IF.B.2.In.1, IF.B.2.Su.1)

2.64. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

2.65. Identify factors in situations that may encourage behaviors that are not in compliance with laws, rules, and regulations (e.g., lack of knowledge of laws, peer pressure, lack of reinforcement for complying with laws). (IF.B.2.In.1, IF.B.2.Su.1)

2.66. Identify factors which indicate when non-compliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

2.67. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.68. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.69. Accept assistance with and participate in using behaviors that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Identifying Potentially Dangerous Situations

2.70. Identify situations in the home that are potentially dangerous (e.g., an intruder at the door or window, attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)

2.71. Identify situations in the school that are potentially dangerous (e.g., fighting, running in the halls, hiding weapons, unsupervised gathering on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)

2.72. Identify situations in the community that are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

2.73. Identify situations in the workplace that are potentially dangerous (e.g., exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

2.74. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

2.75. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, another person making threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

2.76. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Getting Assistance and Following Safety Procedures

2.77. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

2.78. Demonstrate ways to ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.79. Identify how to react to specific emergency situations (e.g., tornado—get under desk or in hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)

2.80. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.81. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

2.82. Behave in ways that comply with fire drills and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.83. Identify safety procedures for adverse weather conditions (e.g., lightening storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom, go into inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

2.84. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.85. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

WORKING IN GROUPS AND ORGANIZATIONS

Working in a Group

2.86. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

2.87. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

2.88. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

2.89. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, passing on authority, taking turns, sharing materials, willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

2.90. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, working against other members). (SE.A.1.In.1, SE.A.1.Su.1)

2.91. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

2.92. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ☐ discuss the problem
_____ ☐ individually list possible causes
_____ ☐ record individual member's suggestions and clarifications
_____ ☐ discuss and verify causes
_____ ☐ implement corrective action or solution
_____ ☐ report results
_____ ☐ move to next most probable cause or solution if initial action is ineffective
_____ ☐ other: ________________________________

2.93. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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2.94. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.95. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.96. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for the Special Olympics, raising money for fund-raisers, taking part in charities, putting together a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.97. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., keeping a trusting relationship, being dependable, not talking behind one another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.98. Accept assistance with and participate effectively in activities that involve groups. (SE.A.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Leadership Skills

2.99. Identify characteristics of leadership in a group activity (e.g., uses good speaking skills, shows confidence in expressing opinions, is knowledgeable, is respected, influences group members, facilitates decisions, initiates interactions between group members). (SE.A.1.In.2)

2.100. Identify the effects that different kinds of leaders have on a group's productivity. (SE.A.1.In.2)
Specify: _____ ☐ supportive leaders—more participation by group members, more flexible
_____ ☐ controlling leaders—group members may operate in fear
_____ ☐ negligent leaders—group members may not stay on task
_____ ☐ other: ____

2.101. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

2.102. Identify individual styles when working in groups (e.g., leader, follower, negotiator, productive worker). (SE.A.1.In.2)

2.103. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions, using a group reflection). (SE.A.1.In.2)

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Functioning in Organizations

2.104. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

2.105. Identify characteristics of formal organizations (e.g., structures for authority, governed by rules, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

2.106. Identify rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ policy manuals
_____ ☐ rules and regulations
_____ ☐ security systems
_____ ☐ other: ______________________________

2.107. Identify expectations of behavior within selected formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ school
_____ ☐ businesses
_____ ☐ service organizations
_____ ☐ agencies
_____ ☐ institutions
_____ ☐ other: ______________________________

2.108. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging schedule, dressing inappropriately, stating personal ethical or moral standards that may conflict with organization). (SE.A.1.In.3, SE.A.1.Su.2)

2.109. Demonstrate behavior that complies with existing rules and code of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; not causing physical harm to others; complying with dress codes; keeping tobacco, alcohol, and other drugs out of the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Specify: _____ ☐ school _____ ☐ community

2.110. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral standards may conflict with the job; personal choices may conflict with moving to a new location or transferring to a new site; personal choices may conflict with rearranging work schedule). (SE.A.1.In.3, SE.A.1.Su.2)

2.111. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)

Specify: _____ ☐ school _____ ☐ community

INTERACTING WITH OTHERS

Identifying Types of Relationships

2.112. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

2.113. Identify qualities of a positive relationship (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.114. Identify qualities of a destructive relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.115. Identify personal characteristics that makes one a good friend (e.g., does not talk about the other, says positive things about the friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to the friend, does not physically harm friend, shares with friend, respects friend, encourages friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.116. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

2.117. Identify effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

2.118. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

2.119. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.120. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.121. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.122. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

2.123. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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2.124. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, crossing arms over chest; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone, walking away from someone). (SE.A.2.In.1, SE.A.2.Su.1)

2.125. Identify behaviors and communications that compliment others (e.g., saying "Good job" or "Well done," honoring others with rewards, commending others, giving social praise to others, applauding others, approving of others' efforts). (SE.A.2.In.1, SE.A.2.Su.1)

2.126. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.127. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Using Appropriate Behavior

2.128. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.129. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others). (SE.A.2.In.1, SE.A.2.Su.1)

2.130. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others, giving others credit for contributions). (SE.A.2.In.1, SE.A.2.Su.1)

2.131. Initiate interactions with peers, family, and friends (e.g., saying "Hello," introducing yourself, asking another's name, identifying your role in community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.132. Use appropriate techniques to invite a peer to join a group (e.g., gain attention; check if interested; give time to consider invitation and respond; show appreciation; show understanding, if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.133. Display acceptance for a person with characteristics different than one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.134. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.135. Use actions of others as social cues (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.136. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Physical Contact

2.137. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.138. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands, waving; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.139. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.140. Identify responses to inappropriate physical contact from others in ways that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.141. Use effective responses to inappropriate physical contact from others (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.142. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.143. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.144. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Conflict Resolution

2.145. Identify characteristics of human conflicts (e.g., conflict can have both positive and negative results; some conflict is irrational and may be a result of misunderstanding or shortsightedness). (SE.A.2.In.1, SE.A.2.Su.1)

2.146. Use conflict resolution skills when faced with a problem (e.g., identifying the nature of the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

2.147. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

2.148. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

2.149. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules, commit to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3. Demonstrate learning skills to acquire knowledge by study and experience.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.
CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.
CL.B.2.Su.1	prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2	express oral, written, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.Pa.1	participate in expressing information in daily routines—with assistance.
CL.B.3.In.1	identify mathematical concepts and processes to solve problems.

CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.3.Su.1	identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Su.2	apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Pa.1	participate in activities involving the use of mathematical concepts in daily routines—with assistance.
CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1	identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2	implement solutions to problems found in functional tasks—with guidance and support.
CL.B.4.Pa.1	participate in problem-solving efforts in daily routines—with assistance.
CL.C.2.In.1	plan and implement personal work assignments.
CL.C.2.In.2	use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.1	plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2	use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Pa.1	participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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USING INFORMATION

Sounds

3.1. Identify the meaning of various environmental sounds (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informational—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ alerting _____ ☐ warning _____ ☐ informational
_____ ☐ other: ________________________________

3.2. Identify the meaning of various telephone signals (e.g., busy signal, dial tone, ring, flashing light, fax connection). (CL.B.1.In.1, CL.B.1.Su.1)

3.3. Identify the source or location of various sounds (e.g., where a knock is coming from, the room where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

3.4. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)

Specify:
_____ ☐ turn head
_____ ☐ move eyes
_____ ☐ change vocalization
_____ ☐ move toward stimuli
_____ ☐ change facial expression
_____ ☐ other: ______________________

Specify type of stimuli:
_____ ☐ voice
_____ ☐ smell
_____ ☐ light
_____ ☐ touch
_____ ☐ taste
_____ ☐ other: ______________________
_____ ☐ object/picture
_____ ☐ sound

3.5. Use a consistent response to stimuli that are part of a daily routine (e.g., get ready to leave when the bell rings). (CL.B.1.Pa.1)
Specify stimuli: ____
Specify expected response: ____

Gestures/Actions

3.6. Identify the meaning of common gestures and other nonverbal language. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ gestures—stop, come here, wave, raise hand, okay
_____ ☐ body language—outstretched hand means shake hands, raised fist means anger
_____ ☐ facial expressions—smile, scowl, grimace

3.7. Imitate an adult model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)

3.8. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)

Persons, Objects, Areas, and Locations

3.9. Identify persons, objects, and locations used in productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ ☐ cooking—measuring cups, measuring spoons, pots, pans
_____ ☐ laundry—washer, dryer, detergent, bleach, stain remover
_____ ☐ yard work—rake, lawn mower, shovel, hose
_____ ☐ home repair—hammer, wrench, drill, plunger
_____ ☐ other: ________________________________

3.10. Identify persons, objects, and locations used in workplace activities (e.g., answering the phone, copying information, faxing information, changing oil, changing a tire, taking an order at the dry cleaners, setting up work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ office—fax machine, copy machine, calculator, envelopes, stamps, desk
_____ ☐ food service—trays, drink machine, sugar caddies, refrigerator
_____ ☐ for employees—time card, locker, mailbox, files, uniform
_____ ☐ maintenance—broom, waste basket, cleaning supplies
_____ ☐ other: ____________ ____________________________

3.11. Identify persons, objects, and locations used in school activities (e.g., in class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ in class—desks, chalkboard, reference books, computers
_____ ☐ food service—trays, drink containers, waste baskets, cafeteria
_____ ☐ for students—folder, locker, textbook, workbook, restrooms
_____ ☐ general areas—media center, gymnasium, guidance office
_____ ☐ other: ____

3.12. Identify persons, objects, and locations used in productive activities in the community (e.g., banking, picking up dry cleaning, grocery shopping, voting). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking—teller, window, deposit stubs
_____ ☐ shopping—stores, cash register
_____ ☐ eating out—restaurant, cashier, table, menu
_____ ☐ post office—clerk, mail boxes, stamps, mail slots
_____ ☐ using the library—card, catalogue, reference books, periodicals
_____ ☐ other: ____

3.13. Identify persons, objects, and locations used in leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport, using sports equipment). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games _____ ☐ crafts/hobbies _____ ☐ outdoor activities
_____ ☐ sports _____ ☐ entertainment _____ ☐ other: ____________

3.14. Accept assistance with and participate in recognizing and relating to familiar objects used in routine productive activities (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)

3.15. Participate in identifying an object in a familiar place (e.g., spoon beside plate, lamp by bed). (CL.B.1.Pa.1)

Specify method: _____ ☐ point _____ ☐ look at
_____ ☐ vocalize _____ ☐ reach/grasp
_____ ☐ other: ____

3.16. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)

Specify: ____

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Pictures

3.17. Identify household objects pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- _____ ☐ furniture
- _____ ☐ supplies
- _____ ☐ appliances
- _____ ☐ entertainment
- _____ ☐ interior design
- _____ ☐ other: _______________

3.18. Identify persons, objects, and locations in the community pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- _____ ☐ buildings
- _____ ☐ persons
- _____ ☐ signs
- _____ ☐ other: _______________
- _____ ☐ landmarks

3.19. Identify persons, objects, and locations pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

3.20. Identify persons, objects, and locations for leisure activities pictured in books and magazines (e.g., camping equipment, board games, craft supplies). (CL.B.1.In.1, CL.B.1.Su.1)

3.21. Identify persons, objects, and locations in the workplace pictured in books, manuals, or workplace materials (e.g., equipment, supplies, materials). (CL.B.1.In.1, CL.B.1.Su.1)

3.22. Identify information obtained from a video recording of a situation (e.g., news footage, movie, instructional video). (CL.B.1.In.2, CL.B.1.Su.2)

Symbols/Icons

3.23. Identify the meaning of symbols and icons on appliances, equipment, or controls used in productive activities in the home (e.g., off, on, temperature control). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- _____ ☐ cooking
- _____ ☐ plumbing
- _____ ☐ other: _______________
- _____ ☐ laundry
- _____ ☐ yard care
- _____ ☐ cleaning
- _____ ☐ heating and cooling

3.24. Identify the meaning of symbols and icons on machinery, equipment, or controls used in functional activities in the workplace (e.g., on, off, start, do not use, +, -, =). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- _____ ☐ duplicating
- _____ ☐ construction
- _____ ☐ other: _______________
- _____ ☐ cash register
- _____ ☐ food preparation
- _____ ☐ calculator
- _____ ☐ cleaning

3.25. Identify the meaning of symbols and icons on machinery, equipment, or controls used in leisure activities (e.g., using exercise machines, using entertainment equipment, using camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- _____ ☐ on, off, start
- _____ ☐ height requirements
- _____ ☐ directional symbols
- _____ ☐ do not use, out of order
- _____ ☐ settings—fast, slow
- _____ ☐ other: _______________

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3.26. Identify the meaning of symbols and icons used in signs for buildings and public facilities when completing functional activities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ up, down
_____ ☐ handicapped entrance
_____ ☐ men, women
_____ ☐ other: ____________________

3.27. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community used in functional activities (e.g., grocery shopping, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ order here
_____ ☐ no food or drink allowed
_____ ☐ cost of admission
_____ ☐ wait to be seated
_____ ☐ other: ____________________________________
_____ ☐ cashier
_____ ☐ no smoking
_____ ☐ hours of operation
_____ ☐ shirt and shoes required

3.28. Identify the meaning of road signs encountered in functional activities (e.g., one-way street, U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ stop
_____ ☐ speed limit
_____ ☐ one way
_____ ☐ no U-turn
_____ ☐ right turn
_____ ☐ other: ______________

3.29. Identify the meaning of symbols and icons used in safety and warning signs used in functional activities in all areas (e.g., using electrical appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ no smoking, danger, poison
_____ ☐ do not use near water
_____ ☐ for outside use only
_____ ☐ shock, uses grounded outlets, 220 volts only
_____ ☐ other: ____________________________________

Letters and Numerals

3.30. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: a-z ____

3.31. Identify numerals when completing functional tasks (e.g., locating a phone number, reading a thermometer, identifying an account number, identifying the total on a bill, locating a street or route number). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n ____

3.32. Identify the time and temperature on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

3.33. Identify various coins and denominations of bills when completing functional tasks (e.g., counting change, counting money saved in coin jar, purchasing items, using vending machines). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ coins: ☐ penny ☐ nickel ☐ dime ☐ quarter
_____ ☐ dollars: ☐ one ☐ five ☐ ten ☐ twenty ☐ fifty

3.34. Identify the correct value of stamps to use when mailing items (e.g., sending a birthday card, mailing a letter, mailing a package). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ post cards _____ ☐ letters _____ ☐ packages
_____ ☐ other: _____________________________________

3.35. Identify the meaning of a date on a product or form when completing functional tasks (e.g., selecting fresh milk, returning a library book on time, knowing when a product in the refrigerator has expired, determining when a letter was sent, identifying when a form was completed). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ date due _____ ☐ expiration date _____ ☐ date posted
_____ ☐ other: _____________________________________

Word Identification Strategies

3.36. Demonstrate awareness of the concept of print (e.g., recognizing the relationship between written and spoken words, identifying upper and lowercase letters, recognizing visual forms of words in handwriting and print, determining letter/sound relationships, distinguishing individual words within phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

3.37. Use phonics to identify the pronunciation of unknown words when completing functional tasks (e.g., identifying an unknown word in a textbook assignment, sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ consonants _____ ☐ vowels _____ ☐ blends
_____ ☐ patterns _____ ☐ syllables _____ ☐ other: _____________

3.38. Use structural analysis to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ compound words _____ ☐ prefix _____ ☐ suffix
_____ ☐ other: _____________________________________

3.39. Use the context of the sentence to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ examples _____ ☐ direct explanations or definitions
_____ ☐ synonyms _____ ☐ other: _____________________________

3.40. Use assistance to identify the meaning and pronunciation of unknown words when completing functional tasks (e.g., looking up a word in a newspaper article, clicking on the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ printed dictionary _____ ☐ electronic dictionary
_____ ☐ person _____ ☐ other: ______________________

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Personal Identification

3.41. Identify own personal information when completing functional tasks (e.g., filling out forms, responding to requests for personal information, signing in at a building). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ name
_____ ☐ phone number
_____ ☐ Social Security number
_____ ☐ parents or guardian
_____ ☐ address
_____ ☐ date of birth
_____ ☐ emergency contact
_____ ☐ other: ______________________

3.42. Locate personal identification cards when completing functional tasks (e.g., cashing a check, gaining entry into health club, going to a wholesale club, renting a video, going to the library, starting a new job). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ Social Security card
_____ ☐ photo identification card
_____ ☐ store or membership card
_____ ☐ driver license
_____ ☐ cash checking card
_____ ☐ other: ______________________

3.43. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)

Specify:
_____ ☐ turn head
_____ ☐ move eyes
_____ ☐ change sounds
_____ ☐ make gesture
_____ ☐ move toward voice
_____ ☐ change facial expression
_____ ☐ vocalize response
_____ ☐ other: ______________________

Frequently Used Words

3.44. Identify the meaning of frequently used words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
_____ ☐ common words and expressions
_____ ☐ category concepts
_____ ☐ temporal concepts
_____ ☐ opposite concepts
_____ ☐ directional concepts
_____ ☐ other: ______________________

3.45. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n ____

3.46. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: first-nth ____

School Information

3.47. Identify the meaning of words related to school activities when completing functional tasks (e.g., participating in field day or a pep rally, running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)

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3.48. Identify the meaning of words related to specific courses in school when completing functional tasks (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ English or language arts
_____ ☐ social studies
_____ ☐ the arts
_____ ☐ other: ______________________
_____ ☐ mathematics
_____ ☐ physical education
_____ ☐ applied technology
_____ ☐ science
_____ ☐ health

3.49. Identify the meaning of vocabulary when completing academic tasks (e.g., matching, multiple-choice, laboratory, final exam, quiz, pop-quiz, test, homework, activity). (CL.B.1.In.1, CL.B.1.Su.1)

3.50. Identify the meaning of words on school-related forms when asked to provide the correct information. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ class registration—course number, instructor's name
_____ ☐ field trip—permission, destination, arrival, departure
_____ ☐ library request—title, author, due date, year of publication
_____ ☐ other: ______________________

3.51. Identify information located on personal records and reports in school. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ report cards
_____ ☐ health records
_____ ☐ other: ______________________
_____ ☐ progress reports
_____ ☐ Individual Educational Plans

Personal Care Information

3.52. Identify the meaning of words related to productive activities in the home when completing functional tasks (e.g., finding the right cleaning tool, following recipes, selecting a snack, washing clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ housekeeping—vacuum, disinfect, ammonia
_____ ☐ cooking—stove, ingredients, boil, simmer
_____ ☐ laundry—washer, detergent, dryer, iron
_____ ☐ other: ______________________

3.53. Identify the meaning of information found on clothing labels when completing functional tasks (e.g., cleaning a garment, choosing the correct size). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ size
_____ ☐ fabric
_____ ☐ other: ______________________
_____ ☐ brand name
_____ ☐ washing and cleaning instructions
_____ ☐ price

3.54. Identify the meaning of information found on labels and directions on food products when completing functional tasks (e.g., cooking a meal, storing products, using food products, identifying nutrition information). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ weight
_____ ☐ preparation directions
_____ ☐ expiration date
_____ ☐ serving and portion information
_____ ☐ volume
_____ ☐ storage requirements
_____ ☐ nutrition information
_____ ☐ other: ______________________

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3.55. Identify the meaning of words related to personal care activities when completing functional tasks (e.g., getting ready for school; managing finances; maintaining cleanliness of clothing; purchasing items; paying bills—rent, phone, utility). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal hygiene—brush teeth, floss, teeth, shower, shave
_____ ☐ finances—balance checkbook, deposit money, budget
_____ ☐ maintain clothes—wash, dry clean, hang, mend
_____ ☐ purchasing items—discount, sale, tax, charge
_____ ☐ paying bills—balance, overdue balance, late fee, due date
_____ ☐ other: ______________________________

3.56. Identify the meaning of information found on drug labels when completing functional tasks (e.g., taking medicine, cleaning out a medicine cabinet, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ directions for use
_____ ☐ expiration date
_____ ☐ dosage
_____ ☐ storage
_____ ☐ warnings
_____ ☐ antidotes
_____ ☐ prescription and renewal information
_____ ☐ other: ______________________________

3.57. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package, using a product). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ directions for use
_____ ☐ safety precautions—this end up, open other side, fragile
_____ ☐ storage—store in dry place, keep from freezing
_____ ☐ warranty information
_____ ☐ other: ______________________________

Community Information

3.58. Identify the meaning of words related to productive activities in the community when completing functional tasks (e.g., completing transactions at the bank, verifying a balance over the telephone, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ banking—withdrawal, deposit, account number, debit, balance
_____ ☐ library—library card, check out, due date, late charge
_____ ☐ other: ______________________________

3.59. Identify the meaning of information related to travel activities when completing functional tasks (e.g., going on a road trip, flying on a plane, taking a bus). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ north, south, east, west
_____ ☐ Interstate highway, road, street, route
_____ ☐ speed limit, map, exit, traffic signals, railroad crossing
_____ ☐ airfare, bus ticket, departure gate, arrival time, flight number
_____ ☐ other: ______________________________

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Workplace Information

3.60. Identify the meaning of words related to workplace activities (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ work hours—starting time, break, time card
_____ ☐ dress code—uniform, grooming
_____ ☐ locations—reception areas, parking, restrooms
_____ ☐ equipment—storage, maintenance, repairs, supplies
_____ ☐ other: ______________________________

3.61. Identify the meaning of words found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ directions for use and storage
_____ ☐ safety precautions
_____ ☐ other: ______________________________
_____ ☐ repair and maintenance
_____ ☐ replacement information

3.62. Identify the meaning of information found on written announcements and memos that must be recorded (e.g., putting a date on an office calendar, using a personal calendar). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ meeting announcements
_____ ☐ procedure changes
_____ ☐ important dates
_____ ☐ other: ________________

Leisure Information

3.63. Identify the meaning of words related to leisure activities when completing functional tasks (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ indoor games
_____ ☐ entertainment
_____ ☐ other: ______________________________
_____ ☐ outdoor activities
_____ ☐ hobbies
_____ ☐ sports

3.64. Identify the meaning of written and graphical information provided in instruction booklets and diagrams used for games, sports, and other leisure activities (e.g., card games, board games, water sports, bicycling, fishing). (CL.B.1.In.1, CL.B.1.Su.1)

Abbreviations

3.65. Identify abbreviations for measurement units when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ linear—in, ft., mi., m.
_____ ☐ weight—oz., lb., g.
_____ ☐ time—min., hr., Tues., Dec.
_____ ☐ area—sq. ft., sq. yd., sq. mi.
_____ ☐ volume—c., l., tsp., tbsp., gal.
_____ ☐ other: ________________

3.66. Identify abbreviations for locations completing functional tasks (e.g., addressing an envelope, looking up an address in a phone book, reading an address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ streets—Rd., Blvd.
_____ ☐ post office—PO
_____ ☐ countries—USA, UK
_____ ☐ states—FL, CA
_____ ☐ buildings—Apt.
_____ ☐ other: ____________________

3.67. Identify abbreviations and acronyms for agencies and organizations when completing functional tasks (e.g., sending information overnight or next day mail, reading articles in the newspaper, watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ medical organizations—HMO-Health Maintenance Organization
_____ ☐ government agencies—DS–Developmental Services,
VR–Vocational Rehabilitation
_____ ☐ mail services—UPS-United Parcel Service, USPS–United States Postal Service
_____ ☐ other: ____________________________________

3.68. Identify abbreviations for titles when completing functional tasks (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ personal—Mr., Ms.
_____ ☐ professional—C.P.A., M.D.
_____ ☐ degrees—Ph.D., M.A., B.S.
_____ ☐ other: ____________________

3.69. Identify abbreviations and acronyms for information sources and mass media when completing functional tasks (e.g., locating a radio or television station in the newspaper, locating a web address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ radio—WFSU
_____ ☐ web addresses—www.firn.edu
_____ ☐ television—WPBS

Following Directions

3.70. Use strategies to remember and understand directions when completing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ repeat directions
_____ ☐ follow a diagram
_____ ☐ make a list
_____ ☐ paraphrase directions
_____ ☐ use a cue card or check list
_____ ☐ other: ________________________

3.71. Use strategies to remember and understand written directions. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ read aloud
_____ ☐ make a drawing or diagram
_____ ☐ paraphrase
_____ ☐ other: __________________

3.72. Use strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ repeat directions
_____ ☐ write directions
_____ ☐ other: ____________________________________
_____ ☐ paraphrase directions
_____ ☐ make a drawing or diagram

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3.73. Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ verbalize key features or steps
_____ ☐ break into smaller components for practice
_____ ☐ practice with physical guidance
_____ ☐ practice with verbal cueing
_____ ☐ other: ______________________________

3.74. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list to move, complete a checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)

3.75. Identify the meaning of instructions found on purchased items (e.g., installation and assembly directions, packaging directions, cooking instructions, user instructions, warranty information). (CL.B.1.In.1, CL.B.1.Su.1)

3.76. Identify the meaning of directions used with school assignments and tasks (e.g., explaining your reasoning, filling in the blanks, solving the problems). (CL.B.1.In.1, CL.B.1.Su.1)

3.77. Follow package or manual directions for assembling products used in the home (e.g., use small appliances, assemble furniture, use equipment for recreation). (CL.B.1.In.2, CL.B.1.Su.2)

3.78. Follow directions to complete productive activities in the home (e.g., follow a recipe, assemble a bicycle, operate a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.79. Follow directions to complete productive activities in the community (e.g., get a book at the library, voting, assist in a volunteer service organization or activity—coastal cleanup, participate in a fund-raiser, use the community pool, gym, park). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.80. Follow directions and instructions for participating in exercise and physical fitness activities (e.g., participate in aerobics, complete strength training, walking, running). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.81. Follow directions when completing school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.82. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ number of steps—1, 2, multiple
_____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.83. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills and coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

3.84. Participate in responding appropriately to routine directions (e.g., request to turn over, stop now). (CL.B.1.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Comprehension Strategies

3.85. Use cues to locate specific information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding word in dictionary, finding information for a report; workplace tasks—locating a name in a list; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ key words
_____ ☐ charts
_____ ☐ maps
_____ ☐ dates
_____ ☐ graphs
_____ ☐ other: ____________________
_____ ☐ numbers
_____ ☐ pictures

3.86. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ answers to questions _____ ☐ specific facts _____ ☐ other: ________

3.87. Paraphrase the meaning of a sentence or phrase for clarification when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ information
_____ ☐ commands
_____ ☐ questions
_____ ☐ requests
_____ ☐ directions
_____ ☐ other: ____________

3.88. State the main idea of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ newspaper, news broadcast
_____ ☐ magazine
_____ ☐ people
_____ ☐ other: ______________________________
_____ ☐ pamphlet, brochure
_____ ☐ television program
_____ ☐ Internet

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3.89. Use strategies to determine the main idea of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ note the first sentence or topic
_____ ☐ note information that is repeated
_____ ☐ other: ______________________________
_____ ☐ paraphrase information
_____ ☐ scan chapter headings

3.90. Use strategies to identify relevant information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment; personal care—identifying temperature to set oven, family member's schedule; leisure—checking rules of a game, checking scores of sports events). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ match to a list of key information—dates, names, locations
_____ ☐ match to questions to be answered
_____ ☐ scan chapter titles and subtitles for specific words or phrases
_____ ☐ other: ______________________________

3.91. Use strategies to identify unnecessary information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal care—telling someone about a news story; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ asking yourself "How does this fit?"
_____ ☐ asking yourself "Is it needed?"
_____ ☐ comparing to similar examples or a model
_____ ☐ other: ______________________________

3.92. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ who, what, when, and where?
_____ ☐ other: ______________________________
_____ ☐ how and why?

3.93. Use self-monitoring strategies to clarify and remember information (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)

3.94. Use strategies to relate and integrate new information with prior knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one situation to another). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ identify common elements or situations
_____ ☐ distinguish what is different
_____ ☐ relate new information to concepts already understood
_____ ☐ other: ______________________________

3.95. Use strategies to link information with other cues to increase recall and understanding. (CL.B.1.In.2, CL.B.1.Su.2)

3.96. Predict outcomes or meaning of information based on previous knowledge to increase understanding (e.g., This is a story like ...). (CL.B.1.In.2, CL.B.1.Su.2)

3.97. Use visual imagery to clarify and remember information used in completing functional tasks (e.g., remembering a situation, remembering a person's appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ make mental pictures _____ ☐ create an analogy
_____ ☐ make an association _____ ☐ other: ____________________

Evaluating Accuracy

3.98. Evaluate accuracy of financial materials to complete functional tasks (e.g., pay the correct amount of money for an object, verify charges and balance on a banking account, charge the correct amount of money to a customer). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ bank statements _____ ☐ bills
_____ ☐ receipts _____ ☐ checkbook
_____ ☐ invoices _____ ☐ other: ____________________

3.99. Evaluate the accuracy of materials developed for own school assignments (e.g., turn in a report or homework assignment with few or no errors, catch math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ answers to tests _____ ☐ class assignments
_____ ☐ other: ______________________________

3.100. Evaluate the accuracy of business materials to complete functional tasks (e.g., be sure that contract information is complete, check to make sure that forms are filled out correctly and completely, turn in a report with no errors). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ forms _____ ☐ contracts _____ ☐ advertising
_____ ☐ other: ______________________________

3.101. Use strategies to distinguish between misleading and truthful advertising when completing functional tasks (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ identify exaggerations _____ ☐ identify accuracy
_____ ☐ evaluate realism _____ ☐ other: ________________

Organizing Information

3.102. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: _____ ☐ chronological _____ ☐ alphabetical
_____ ☐ categorical _____ ☐ by size
_____ ☐ topic or subject _____ ☐ hierarchical/outline
_____ ☐ other: ______________________________

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3.103. Choose format for organization based on proposed use of information. (CL.B.1.In.3)
Specify: _____ ☐ chronological
_____ ☐ categorical
_____ ☐ topic or subject
_____ ☐ other: ________________________________
_____ ☐ alphabetical
_____ ☐ by size
_____ ☐ hierarchical/outline

3.104. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

3.105. Organize information alphabetically when completing functional tasks (e.g., filing for later reference to return an item, listing names in order). (CL.B.1.In.3)

3.106. Locate an item by category when completing functional tasks (e.g., finding a product warranty, finding a recipe for cookies). (CL.B.1.In.3)

3.107. Organize clothes into dresser or closet by type when completing functional tasks (e.g., organizing closet or drawers by winter and summer wear, putting away clean clothes, putting away clothes that have been worn but are not dirty). (CL.B.1.In.3)

3.108. Sort items by color when completing functional tasks (e.g., putting away clean clothes, towels, or dishes; organizing closets, cabinets, or linen closets; getting ready to wash clothes). (CL.B.1.In.3)

3.109. Sort items into matching pairs when completing functional tasks (e.g., folding clean clothes, organizing jewelry box, putting away shoes). (CL.B.1.In.3)

3.110. Organize items by categories when completing functional tasks (e.g., storing tools, putting groceries away). (CL.B.1.In.3)

3.111. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

3.112. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information). (CL.B.1.In.3)

3.113. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying a specific withdrawal, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

3.114. Organize items chronologically when completing functional tasks (e.g., filing for later reference to return an item, verifying a deposit or withdrawal, verifying a bill payment). (CL.B.1.In.3)

3.115. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.3)
Specify: _____ ☐ personal calendar
_____ ☐ school

3.116. Organize items by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)

3.117. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)

3.118. Organize information by topic or subject when completing functional tasks (e.g., putting together notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

3.119. Sort similar items together when completing functional tasks (e.g., unloading dishwasher, organizing sewing kit, organizing toolbox). (CL.B.1.In.3)

3.120. Order items numerically (e.g., page numbers, ages). (CL.B.1.In.3)

3.121. Organize items by size when completing functional tasks (e.g., putting away clean dishes, sorting nails). (CL.B.1.In.3)

3.122. Organize information hierarchically or by outlining when completing functional tasks (e.g., putting together notes for a research report). (CL.B.1.In.3)

3.123. Identify main ideas and facts by summarizing or taking notes of selected lectures, reading materials, and media productions. (CL.B.1.In.3)

Using Table of Contents, Menus, Indexes

3.124. Identify the major sections of information in the table of contents when completing functional tasks (e.g., locating information about a topic of interest, researching information for an academic report, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ book—introduction, chapter titles, index
_____ ☐ magazines—titles, page numbers, authors
_____ ☐ newspaper—sections, page numbers
_____ ☐ other: ____________________________________

3.125. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database when completing functional tasks (e.g., locating information about a topic of interest, researching information for a work report, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

3.126. Use an index to locate a subtopic by page number when completing functional tasks (e.g., researching for a report, finding information on a topic of personal interest, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Directories

3.127. Find a person's name, address, and phone number in the white pages of the telephone book when completing functional tasks (e.g., finding a friend's telephone number, finding addresses for an invitation list, finding the phone number of the community health center). (CL.B.1.In.1, CL.B.1.Su.1)

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3.128. Find the name, address, and phone number of businesses and agencies in the Yellow Pages of the telephone book when completing functional tasks (e.g., obtaining information about the type of food or location when planning to go out to eat, finding the phone number of the Social Security office). (CL.B.1.In.1, CL.B.1.Su.1)

3.129. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone service, calling a government agency, identifying a number not located in the phone book). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ emergency numbers
_____ ☐ telephone service assistance
_____ ☐ other: ______________________________
_____ ☐ dialing assistance
_____ ☐ community information

3.130. Find the phone number and address of community resources in a directory when completing functional tasks (e.g., obtaining address of a specific location—parks, libraries, churches; obtaining an address to mail a letter). (CL.B.1.In.1, CL.B.1.Su.1)

General Information Resources

3.131. Identify an appropriate source to obtain information on current events when completing functional tasks (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ newspaper
_____ ☐ radio
_____ ☐ Internet resources
_____ ☐ magazine
_____ ☐ people
_____ ☐ other: ______________________
_____ ☐ television

3.132. Identify types of information found in reference books or resources when completing functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ almanac—weather related information, crop information
_____ ☐ atlas—road maps, distance charts, state capitals, population
_____ ☐ dictionary—definitions, spelling, syllable breakdown
_____ ☐ encyclopedia—general information by subject
_____ ☐ other: ______________________________

3.133. Identify the appropriate source to obtain information for travel when completing functional tasks (e.g., planning a vacation, picking someone up from the airport, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ type of information—destinations, schedules, reservations, cost
_____ ☐ source of information—travel agent, private or commercial carriers, Internet
_____ ☐ other: ______________________________

3.134. Identify sources to obtain information on leisure activities (e.g., special weekend sections of the newspaper, magazines, Internet, persons). (CL.B.1.In.1, CL.B.1.Su.1)

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Consumer Information

3.135. Identify consumer information in brochures and pamphlets (e.g., energy-saving hints accompanying utility bill, bank services accompanying bank statements). (CL.B.1.In.1, CL.B.1.Su.1)

3.136. Identify information related to financial services when managing personal finances (e.g., warranties and guarantees—consumer and product protection; deposit slips and withdrawal slips—transfer of funds). (CL.B.1.In.1, CL.B.1.Su.1)

3.137. Locate information about desired goods in a product catalog (e.g., kind of products, prices, ordering procedures, product characteristics). (CL.B.1.In.1, CL.B.1.Su.1)

3.138. Identify sources to obtain information about restaurants (e.g., location, type of food served, days and hours of operation, reservation policy). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ newspapers _____ ☐ magazines _____ ☐ Internet
_____ ☐ Yellow Pages _____ ☐ friends or family _____ ☐ other: ______________

3.139. Use information from resources related to community services (e.g., current news, health screening, leisure events and schedules, real estate information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ radio, TV _____ ☐ newspapers _____ ☐ posters, flyers
_____ ☐ other: ______________________________

3.140. Identify information in a mortgage, lease, or contract to verify obligations and to ensure that contracted services, products, or space are received. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ length of term _____ ☐ cost per month _____ ☐ extra charges
_____ ☐ limits _____ ☐ other: ______________________

Advertisements and Instructions

3.141. Locate consumer information in the newspaper when completing functional tasks (e.g., looking for a job, clipping coupons, locating sale items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ sports _____ ☐ recreational activities
_____ ☐ special features or articles _____ ☐ advertisements
_____ ☐ other: ______________________________

3.142. Locate advertisements in newspapers, store handouts, and posters to complete productive activities in the home (e.g., purchasing new furniture, remodeling home, purchasing new linens). (CL.B.1.In.1, CL.B.1.Su.1)

3.143. Locate advertisements in newspapers, store handouts, and posters to complete personal care activities (e.g., purchasing medicine, choosing a hairdresser, purchasing new clothes, signing a gym contract). (CL.B.1.In.1, CL.B.1.Su.1)

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3.144. Identify the meaning of information found in newspapers and magazines regarding community activities and resources when completing functional tasks (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)

3.145. Locate advertisements in newspapers, store handouts, and posters for items needed for leisure activities (e.g., purchasing a baseball glove to play on a community team, purchasing craft materials, purchasing games or books for spare time). (CL.B.1.In.1, CL.B.1.Su.1)

3.146. Use information found in classified advertisement sections of the newspaper (e.g., clipping coupons to purchase new or used items, selling unwanted items, finding a job). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ find a job, place to live, car to buy, furniture, pet
_____ ☐ sell a house, locate lost pet, advertise a garage sale
_____ ☐ other: ______________________________

3.147. Locate personal care information in a magazine, newspaper, or on the Internet when completing functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hairstyle, locating answers to medical questions). (CL.B.1.In.1, CL.B.1.Su.1)

3.148. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities completing functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of dance). (CL.B.1.In.1, CL.B.1.Su.1)

Diagrams, Tables, Graphs, Schedules, and Charts

3.149. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)

3.150. Identify the meaning of simple graphs when completing functional tasks (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ bar graphs _____ ☐ pie chart _____ ☐ tables

3.151. Identify information contained in graphics used in the workplace when completing functional tasks (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ blueprints _____ ☐ floor plans _____ ☐ diagrams
_____ ☐ other: ______________________________

Maps

3.152. Identify the meaning of information provided by map symbols when completing functional tasks (e.g., planning a travel route, locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ roads _____ ☐ rivers, lakes _____ ☐ cities and towns
_____ ☐ mileage _____ ☐ direction _____ ☐ airports, parks

3.153. Use a key or legend to find information on a map when completing functional tasks (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ ☐ roads, highways _____ ☐ cities, towns _____ ☐ mileage
_____ ☐ other: ____________________

3.154. Find specified geographic areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, completing a geography exam, locating a destination). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ city, state map _____ ☐ atlas _____ ☐ other: ____________

3.155. Identify routes of travel between specified locations using a map when completing functional tasks (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2, CL.B.1.Su.2)

EXPRESSING INFORMATION

Writing/Handwriting

3.156. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ handwriting _____ ☐ typewriter _____ ☐ word processor
_____ ☐ braille—including braillewriter, slate and stylus
_____ ☐ other: ____________________

3.157. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signatures). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ style—manuscript or cursive _____ ☐ letter formation
_____ ☐ spacing _____ ☐ orientation
_____ ☐ size _____ ☐ other: ____________

3.158. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ letters _____ ☐ reports _____ ☐ forms
_____ ☐ charts _____ ☐ other: ____________

Personal Information

3.159. Produce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ name _____ ☐ address
_____ ☐ phone number _____ ☐ date of birth
_____ ☐ Social Security number _____ ☐ emergency contact
_____ ☐ parents or guardian _____ ☐ other: ____________

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Completing Forms

3.160. Determine information needed to complete forms in order to have the proper personal documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)

3.161. Transfer information accurately from documents and sources onto appropriate section of forms. (CL.B.2.In.1, CL.B.2.Su.1)

3.162. Write needed information accurately on forms. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ personal information—name, address, phone, birth date
_____ ☐ sex—male/female
_____ ☐ race—White/Hispanic/Black/Asian/Native American
_____ ☐ marital status—single/married
_____ ☐ employment—employed/self-employed
_____ ☐ other: ______________________________

3.163. Accurately complete application forms for specified purposes (e.g., obtaining a driver's license, obtaining a job, seeking entrance to a school or program, applying for medical benefits, buying insurance coverage). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ driver's license
_____ ☐ public assistance
_____ ☐ employment
_____ ☐ other: ______________________________
_____ ☐ admission

3.164. Accurately complete forms related to financial management to complete functional tasks (e.g., receive a loan, obtain a credit card, apply for insurance). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ credit card
_____ ☐ checks
_____ ☐ other: ______________________________
_____ ☐ loan application
_____ ☐ deposit slips
_____ ☐ bank account
_____ ☐ product warranty

3.165. Accurately complete order forms to accomplish functional tasks (e.g., receive merchandise from a catalogue, receive merchandise from the Internet, receive free sample products from magazines). (CL.B.2.In.2, CL.B.2.Su.2)

Making Lists

3.166. Write lists for shopping to complete functional tasks (e.g., Christmas gift list, list of tapes or CDs to purchase, list of items needed for a recipe, list of party items). (CL.B.2.In.1, CL.B.2.Su.1)

3.167. Write to-do lists to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ daily or weekly—grocery shopping, bank deposit, clean house, pick up dry cleaning
_____ ☐ monthly or quarterly—balance checkbook, get oil change, have hair cut, clean closets
_____ ☐ specific activities—get ready to move, complete work activities
_____ ☐ other: ______________________________

Giving Directions

3.168. Give person oral or written directions to a location. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.169. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ school task—how to look up a reference, how to dress for physical education
_____ ☐ personal task—how to use the microwave, how to put away groceries
_____ ☐ leisure task—how to pack for vacation, how to take care of a pet

Organizing Communications

3.170. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ ☐ what is the intent—objectives, target audience, purpose
_____ ☐ what components are needed—introduction, body, summary
_____ ☐ how should the information be organized
_____ ☐ what formatting should be used—layout, text, use of graphics
_____ ☐ other: ______________________________

3.171. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a time frame, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ brief descriptions _____ ☐ letters
_____ ☐ stories _____ ☐ essays
_____ ☐ reports _____ ☐ other: ____________________

3.172. Create documents or written communications that emphasize main ideas and relevant supporting details (e.g., summarize desired career goals; paraphrase a conversation for the teacher, prepare an essay on important facts about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ sentences _____ ☐ paragraphs _____ ☐ essays
_____ ☐ reports _____ ☐ other: ______________________

3.173. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ easy/difficult _____ ☐ specific/general
_____ ☐ least important/most important _____ ☐ cause and effect
_____ ☐ other: ______________________________

3.174. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ ☐ daily events _____ ☐ daily tasks
_____ ☐ checks and deposits _____ ☐ other: ____________________

3.175. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ report _____ ☐ summary
_____ ☐ letter of complaint _____ ☐ other: ______________________

3.176. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, summarize a field trip, write a description of a community-based experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ article _____ ☐ report _____ ☐ letter
_____ ☐ story _____ ☐ essay _____ ☐ message
_____ ☐ other: ______________________________________

Formatting

3.177. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ note/e-mail—give a friend directions, let your family know that you will be late
_____ ☐ memo—announce an event to your co-workers at the office
_____ ☐ letter—friendly, complaint, request, application
_____ ☐ message—let a family member know that someone called
_____ ☐ report—report results, identify current status of project
_____ ☐ other: ______________________________________

3.178. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ note _____ ☐ memo/e-mail _____ ☐ letter
_____ ☐ brief description _____ ☐ report _____ ☐ cards and invitations
_____ ☐ other: ______________________________________

3.179. Write a message to accurately record information from telephone calls or personal conversations (e.g., transferring answering machine or voicemail messages to paper; take a verbal message from one person to another). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ ☐ caller's name _____ ☐ date _____ ☐ who they represent
_____ ☐ time _____ ☐ phone number _____ ☐ message
_____ ☐ other: ______________________________________

3.180. Use proper form when writing a letter. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ return address _____ ☐ inside address _____ ☐ greeting
_____ ☐ body _____ ☐ closing _____ ☐ signature
_____ ☐ business letter _____ ☐ friendly letter

3.181. Use proper form when addressing an envelope. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ return address _____ ☐ name and address

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Writing Process

3.182. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ organize ideas _____ ☐ write first draft _____ ☐ revise and edit
_____ ☐ write final copy _____ ☐ other: ______________________________

3.183. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ spelling _____ ☐ grammar
_____ ☐ word usage _____ ☐ formatting—margins, spacing
_____ ☐ sentence structure _____ ☐ other: ______________________

3.184. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ unity and cohesiveness—words, phrases, and sentences agree and work together
_____ ☐ content—no irrelevant details
_____ ☐ organization—logical order
_____ ☐ style—no run-on sentences or unintentional fragments
_____ ☐ formatting—margins, spacing, legibility
_____ ☐ other: ______________________________

3.185. Use complete sentences to express desired information. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ simple _____ ☐ compound
_____ ☐ complex _____ ☐ compound/complex

3.186. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ select the kind of sentence _____ ☐ think about the meaning
_____ ☐ think about the words _____ ☐ review the sentence when finished
_____ ☐ other: ______________________________

3.187. Use forms of verbs and nouns that follow standard English conventions for grammar. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ nouns—singular and plural, possessive
_____ ☐ verbs—present, past, and future tenses, infinitive
_____ ☐ subject-verb agreement

3.188. Use parts of speech appropriately when expressing information in complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ nouns _____ ☐ pronouns _____ ☐ verbs _____ ☐ adverbs
_____ ☐ adjectives _____ ☐ prepositions _____ ☐ conjunctions

3.189. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ proper nouns _____ ☐ pronoun "I" _____ ☐ acronyms
_____ ☐ abbreviations _____ ☐ first word of sentence _____ ☐ greeting/closing
_____ ☐ titles _____ ☐ other: ______________________________

3.190. Use correct ending punctuation in sentences in preparing written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ period _____ ☐ question mark _____ ☐ exclamation point

3.191. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ comma—words in a series, compound sentence, address, date, greeting/closing
_____ ☐ apostrophe—contraction, possession
_____ ☐ quotation marks—direct quotation, titles, words used in a special sense
_____ ☐ semi-colon—phrases in a series with commas
_____ ☐ other: ______________________________________

3.192. Use correct spelling in preparing written communications (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

3.193. Use correct spelling for acronyms and abbreviations when completing functional tasks (e.g., abbreviations—St., Blvd., lb., in., yd.; acronyms—RAM, CD-ROM, RFP, COD). (CL.B.2.In.1, CL.B.2.Su.1)

3.194. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ ☐ spelling dictionary _____ ☐ specialized electronic aid
_____ ☐ people _____ ☐ spell-check utility in software program
_____ ☐ other: ______________________________________

Expressive Language

3.195. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1)

3.196. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CL.B.2.Pa.1)

Specify method: _____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ look at person
_____ ☐ other: ____

3.197. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

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MATHEMATICAL CONCEPTS AND PROCESSES

Quantitative Concepts

3.198. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

3.199. Demonstrate awareness of one-to-one correspondence when participating in functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.200. Accept assistance with and participate in indicating desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Pa.1)
Specify: _____ ☐ vocalize indicating enough or more
_____ ☐ gesture indicating enough or more
_____ ☐ point to "stop" or "more" on communication board
_____ ☐ other: ______________________________

Whole Numbers

3.201. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000
_____ ☐ to 10,000 _____ ☐ to 100,000 _____ ☐ other: ____________

3.202. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000 _____ ☐ other: __________

3.203. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ by 2s _____ ☐ by 5s _____ ☐ by 10s _____ ☐ by 100s

3.204. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1,000
_____ ☐ to 10,000 _____ ☐ to 100,000

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3.205. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rates of rentals for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1,000
_____ ☐ to 10,000 _____ ☐ to 100,000

3.206. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ first, middle, last _____ ☐ to 5th _____ ☐ to 10th _____ ☐ to 100th

3.207. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n ____

3.208. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n ____

3.209. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n ____

3.210. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.2.In.1, CL.B.2.Su.1)
Specify range: first-nth ____

Place Value

3.211. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.1, CL.B.3.Su.1)
Specify whole numbers: _____ ☐ 1s _____ ☐ 10s _____ ☐ 100s
_____ ☐ 1000s _____ ☐ 10,000s _____ ☐ 100,000s
Specify decimals: _____ ☐ tenths _____ ☐ hundredths _____ ☐ thousandths

3.212. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)
Specify whole numbers: _____ ☐ 1s _____ ☐ 10s _____ ☐ 100s
_____ ☐ 1000s _____ ☐ 10,000s _____ ☐ 100,000s
Specify decimals: _____ ☐ tenths _____ ☐ hundredths _____ ☐ thousandths

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Fractions and Decimals

3.213. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ halves _____ ☐ thirds _____ ☐ fourths _____ ☐ fifths
_____ ☐ sixths _____ ☐ eighths _____ ☐ tenths _____ ☐ twelfths

3.214. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., doubling a recipe, measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

3.215. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 1/2 = .50 _____ ☐ 1/4 = .25 _____ ☐ 3/4 = .75
_____ ☐ 1/3 = .33 _____ ☐ 2/3 = .67 _____ ☐ other: _____________

3.216. Identify the meaning of numerals with decimals when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n ____

3.217. Write numerals with decimals when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.2, CL.B.2.Su.2)

Specify range: 0-n ____

3.218. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n ____

3.219. Write numerals with fractions when completing functional tasks (e.g., making a building plan). (CL.B.2.In.2, CL.B.2.Su.2)

Specify range: 0-n ____

Using Estimation

3.220. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils in a packet to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)

3.221. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill the tank, estimating the hourly rate of speed). (CL.B.3.In.2, CL.B.3.Su.2)

3.222. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)

3.223. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, TV, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)

3.224. Estimate the solution to problems involving time (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)

3.225. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)

3.226. Estimate the solution to problems involving weight when accomplishing functional tasks (e.g., estimating how much fruit is needed, estimating weight of food when dieting, estimating weight that can be lifted when exercising). (CL.B.3.In.2, CL.B.3.Su.2)

Addition

3.227. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

3.228. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

3.229. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ decimals _____ ☐ fractions, mixed numbers
_____ ☐ without regrouping _____ ☐ with regrouping

Specify method:
_____ ☐ mentally _____ ☐ uses a table or chart
_____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: ____________________

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3.230. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ without regrouping _____ ☐ with regrouping
Specify method:
_____ ☐ mentally _____ ☐ uses a table or chart
_____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: _______________________

3.231. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

3.232. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border needs to be cut to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ like denominators _____ ☐ unlike denominators _____ ☐ mixed numbers

Subtraction

3.233. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)

3.234. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)

3.235. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ decimals _____ ☐ fractions, mixed numbers
_____ ☐ without regrouping _____ ☐ with regrouping
Specify method:
_____ ☐ mentally _____ ☐ uses a table or chart
_____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: _______________________

3.236. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ without regrouping _____ ☐ with regrouping
Specify method:
_____ ☐ mentally _____ ☐ uses a table or chart
_____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: _______________________

3.237. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing the checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

3.238. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much faster one classmate ran in a race compared to another, determining how much greater the width of the room is than the length). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ______☐ like denominators ______☐ unlike denominators ______☐ mixed numbers

Multiplication

3.239. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

3.240. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

3.241. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ single digit
_____ ☐ decimals
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ fractions, mixed numbers
_____ ☐ with regrouping
Specify method:
_____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: ___________________________

3.242. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ single digit
_____ ☐ without regrouping
_____ ☐ multiple digits
_____ ☐ with regrouping
Specify method:
_____ ☐ mentally
_____ ☐ uses counters or tallies
_____ ☐ uses a calculator
_____ ☐ uses a table or chart
_____ ☐ uses an abacus
_____ ☐ other: ___________________________

3.243. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

3.244. Multiply numbers with fractions to accomplish functional tasks (e.g., calculating how many square yards for new carpet, determining overtime if salary equals time and one-half). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ______☐ like denominators ______☐ unlike denominators ______☐ mixed numbers

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Division

3.245. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [÷]). (CL.B.3.In.1, CL.B.3.Su.1)

3.246. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of years). (CL.B.3.In.1, CL.B.3.Su.1)

3.247. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ decimals _____ ☐ fractions, mixed numbers
_____ ☐ without regrouping _____ ☐ with regrouping
Specify method:
_____ ☐ mentally _____ ☐ uses a table or chart
_____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: ____________________

3.248. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ single digit _____ ☐ multiple digits
_____ ☐ without remainders _____ ☐ with remainders
Specify method:
_____ ☐ mentally _____ ☐ uses a table or chart
_____ ☐ uses counters or tallies _____ ☐ uses an abacus
_____ ☐ uses a calculator _____ ☐ other: ____________________

3.249. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

3.250. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many tiles needed for a border). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ like denominators _____ ☐ unlike denominators _____ ☐ mixed numbers

3.251. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

Ratio, Proportion, and Percent

3.252. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)

3.253. Identify situations in daily living when percent is used (e.g., calculating grade percentages, interest rate, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

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3.254. Identify the decimal equivalent of a percent to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

3.255. Identify the fraction equivalent of a percent to accomplish functional tasks (e.g., reading discounts, identifying amount of growth). (CL.B.3.In.1, CL.B.3.Su.1)

3.256. Write numerals with percents when completing functional tasks (e.g., listing the discount on items). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n ____

3.257. Solve problems involving percents when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

3.258. Identify the meaning of the concept of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)

3.259. Identify situations in daily living when ratio is used (e.g., calculating amounts in a volume). (CL.B.3.In.1, CL.B.3.Su.1)

3.260. Solve problems involving ratios when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

3.261. Identify the meaning of the concept of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)

3.262. Identify situations in daily living when proportion is used (e.g., scale drawings, interior design, diluting a mixture). (CL.B.3.In.1, CL.B.3.Su.1)

3.263. Solve problems involving proportions when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

Linear Measurement

3.264. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ inches _____ ☐ feet _____ ☐ yards _____ ☐ miles _____ ☐ meters
_____ ☐ other: ______________________________

3.265. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ linear—in., ft., mi., m. _____ ☐ area— sq. ft., sq. yd., sq. mi.
_____ ☐ other: ______________________________

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3.266. Identify appropriate tools and equipment for linear measurement (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ ruler _____ ☐ tape measure _____ ☐ yard stick
_____ ☐ other: ______________________________

3.267. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ ruler _____ ☐ tape measure _____ ☐ yard stick
_____ ☐ other: ______________________________

3.268. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a four-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ 12 inches = 1 foot _____ ☐ 3 feet = 1 yard
_____ ☐ 36 inches = 1 yard _____ ☐ other: ____________________

3.269. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles of desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ no conversion _____ ☐ conversion

3.270. Participate in indicating awareness of distance (e.g., recognize when destination has been reached). (CL.B.3.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture _____ ☐ touch
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________

Volume/Capacity

3.271. Identify the most appropriate units to measure volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ teaspoon _____ ☐ tablespoon _____ ☐ cup
_____ ☐ pint _____ ☐ quart
_____ ☐ gallon _____ ☐ liter
_____ ☐ other: ______________________________

3.272. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ ☐ tsp., tbsp., c. _____ ☐ pt., qt., gal., l.
_____ ☐ other: ______________________________

3.273. Identify the most appropriate tools or equipment to measure volume or capacity (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ measuring cups and spoons _____ ☐ marked containers
_____ ☐ other: ______________________________

3.274. Measure volume or capacity accurately using the appropriate equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of medicine). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ teaspoon _____ ☐ tablespoon _____ ☐ cup
_____ ☐ pint _____ ☐ quart
_____ ☐ liter _____ ☐ gallon
_____ ☐ other: ____

3.275. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars would be needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ 3 teaspoons = 1 tablespoon _____ ☐ 4 cups = 1 quart
_____ ☐ 4 quarts = 1 gallon _____ ☐ other: ____________________

3.276. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many 8-oz. glasses can be filled with a 1-quart bottle of soda, getting the right sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ no conversion _____ ☐ conversion

Weight

3.277. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, ordering topsoil for a garden, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ ounce _____ ☐ pound _____ ☐ ton _____ ☐ other: ______________

3.278. Identify abbreviations for weight measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ weight—oz., lb., g. _____ ☐ other: ______________________________

3.279. Identify the most appropriate tools and equipment to measure weight (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ bathroom scales _____ ☐ postal scales _____ ☐ produce scales
_____ ☐ other: ____

3.280. Measure weight accurately using the appropriate tool when accomplishing functional tasks (e.g., weighing yourself, weighing the tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ bathroom scales _____ ☐ postal scales _____ ☐ produce scales
_____ ☐ other: ____

3.281. Identify equivalents for units of weight when accomplishing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry a load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ 16 ounces = 1 pound _____ ☐ 2000 pounds = 1 ton

3.282. Solve problems involving weight (e.g., determining how many tons of gravel are needed for a walkway, determining how many ounces of cocoa are needed to make a cup of hot chocolate). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ no conversion _____ ☐ conversion

Time

3.283. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ seconds, minutes, hours _____ ☐ days, weeks, months, years
_____ ☐ seasons of the year _____ ☐ now, later, future, past
_____ ☐ today, tomorrow _____ ☐ other: _______________

3.284. Identify abbreviations for time measurement units when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ time—min., hr., Tues., Dec.
_____ ☐ other: _______________

3.285. Identify equivalents units of time when accomplishing functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ 60 seconds = 1 minute _____ ☐ 60 minutes = 1 hour
_____ ☐ 24 hours = 1 day _____ ☐ 7 days = 1 week
_____ ☐ other: _______________

3.286. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ ☐ analog _____ ☐ digital
Specify interval: _____ ☐ hour/half hour _____ ☐ minutes

3.287. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

3.288. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determine if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ conversion _____ ☐ no conversion

3.289. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)

3.290. Accept assistance with and participate in relating event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Pa.1)
Specify: _____ ☐ begin activity _____ ☐ look at referent object
_____ ☐ use augmentative/assistive device _____ ☐ other: _______________

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Temperature

3.291. Identify the most appropriate units for measuring temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ degrees Fahrenheit _____ ☐ degrees Celsius

3.292. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ freezing and boiling points of water _____ ☐ normal body temperature
_____ ☐ comfortable room temperature _____ ☐ other: _______ _________

3.293. Identify the time and temperature or electronic signs on buildings in the community (e.g., driving around town, walking in town). (CL.B.1.In.1, CL.B.1.Su.1)

3.294. Identify the most appropriate equipment for measuring temperature (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ thermometers—weather, oral, cooking _____ ☐ thermostat—furnace, car
_____ ☐ other: ____________________________________

3.295. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ thermometer—weather, oral, cooking
_____ ☐ thermostat—furnace, car, tool motor
_____ ☐ other ____________________________

3.296. Solve problems involving temperature to accomplish functional tasks (e.g., checking the temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

3.297. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00 _____ ☐ to $100.00
_____ ☐ other ______________________________________

3.298. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to tak[illegible] a bank, using quarters to pay for a $2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00 _____ ☐ to $100.00

3.299. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

3.300. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00 _____ ☐ to $100.00
_____ ☐ other ______________________________

3.301. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $20.00 _____ ☐ to $100.00
_____ ☐ other ______________________________

3.302. Determine the total cost of items to accomplish functional tasks (e.g., determining how much more money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

3.303. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

3.304. Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, making sales of items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☐ to $1.00 _____ ☐ to $5.00 _____ ☐ to $10.00
_____ ☐ to $20.00 _____ ☐ to $100.00 _____ ☐ other: ______________

3.305. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

3.306. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)

3.307. Identify purposes and functions of banks and credit unions (e.g., for financial transactions, maintaining a savings account). (IF.A.2.In.1, IF.A.2.Su.1)

Geometry

3.308. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ square _____ ☐ rectangle _____ ☐ triangle _____ ☐ circle
_____ ☐ other ______________________________

3.309. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☐ cube _____ ☐ sphere _____ ☐ cylinder _____ ☐ cone
_____ ☐ other ______________________________

3.310. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.311. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)

3.312. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing lines on a paper to write a letter, drawing the intersection of two streets on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.313. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of map coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)

3.314. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase a carpet). (CL.B.3.In.2, CL.B.3.Su.2)

3.315. Participate in indicating awareness of location (e.g., smiles when gets to own room). (CL.B.3.Pa.1)

Specify method: _____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ touch
_____ ☐ other: ______________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

3.316. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Algebraic Thinking

3.317. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of steps). (CL.B.3.In.1, CL.B.3.Su.1)

3.318. Apply a pattern to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., skip counting). (CL.B.3.In.1, CL.B.3.Su.1)

3.319. Identify the variables and operations expressed by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill x 15%; calculating unit costs—price is 3 lbs./$1). (CL.B.3.In.1, CL.B.3.Su.1)

3.320. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room—length x width, to determine the overdue book fine—days x fine each day; to determine amount of time it will take to travel to a different city—distance/rate = time). (CL.B.3.In.2, CL.B.3.Su.2)

3.321. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel—given the distance and time—r = d/t, calculating salary—given hourly wage and hours worked). (CL.B.3.In.2, CL.B.3.Su.2)

3.322. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems

3.323. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: _____ ☐ determine nature of the problem
- _____ ☐ select correct technique
- _____ ☐ make reasonable estimate of results
- _____ ☐ apply operation or procedures to obtain result
- _____ ☐ check results for accuracy
- _____ ☐ explain results
- _____ ☐ other: ______________________________

3.324. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

3.325. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ ☐ drawing pictures or diagrams
- _____ ☐ paraphrasing
- _____ ☐ other: ______________________________
- _____ ☐ using concrete objects
- _____ ☐ using models

Using Probability and Chance

3.326. Identify the basic meaning of the concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.Su.1)

3.327. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win). (CL.B.3.In.1, CL.B.Su.1)

3.328. Make a prediction of the likelihood of a simple event occurring (e.g., chance of meeting the President, likelihood of the high school football team winning the next game). (CL.B.3.In.2, CL.B.Su.2)

3.329. Determine the odds for and the odds against a given situation (e.g., if it will rain, if a single ticket will be the winner in a lottery). (CL.B.3.In.1, CL.B.Su.1)

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Interpreting Graphs, Tables, and Data Displays

3.330. Identify situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

3.331. Identify the meaning of measures of central tendency, mean (average) and mode (most frequent), to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ mean (average)—estimating the average monthly gas bill for budgeting
_____ ☐ mode (most frequent)—determining when the restaurant has the most customers

3.332. Solve problems using measures of central tendency, (mean and mode), to accomplish functional tasks (e.g., determining the median and mode of the exam scores, determining the average number of customers for the paper route). (CL.B.3.In.2, CL.B.3.Su.2)

3.333. Identify the meaning of information that is displayed in various forms of graphs (e.g., locate the team with the highest scores, locating high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ charts _____ ☐ graphs _____ ☐ tables

3.334. Solve problems using information displayed in charts and graphs to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

Using Calculators, Electronic Tools

3.335. Identify characteristics of common electronic tools used in solving mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.B.3.In.1, CL.B.3.Su.1)

3.336. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.B.3.In.1, CL.B.3.Su.1)

3.337. Demonstrate skills to use a calculator correctly. (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ turning on and off
_____ ☐ entering a number
_____ ☐ entering a function—add, subtract, multiply, divide
_____ ☐ getting a total
_____ ☐ using percent
_____ ☐ clearing the display
_____ ☐ correcting a mistake
_____ ☐ other: ______________________________

3.338. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.B.3.In.2, CL.B.3.Su.2)

PROBLEM SOLVING

Identifying Problems

3.339. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, not completing assignments). (CL.B.4.In.1, CL.B.4.Su.1)

3.340. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

3.341. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting into fights). (CL.B.4.In.1, CL.B.4.Su.1)

3.342. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

3.343. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

3.344. Identify possible reasons for existing problems in personal life (e.g., not practicing good nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

3.345. Identify problems that lead to the breakdown of major goals in personal lives (e.g., getting involved in tobacco, alcohol, and other drugs; hanging around with inappropriate groups; family conflicts). (CL.B.4.In.1, CL.B.4.Su.1)

3.346. Analyze possible outcomes associated with specific problems in personal life (e.g., feelings of isolation, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

3.347. Accept assistance with and participate in identifying problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

3.348. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicate TV is not on). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

3.349. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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3.350. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

3.351. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

3.352. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ☐ brainstorming—identifying all solutions that come to mind
_____ ☐ identifying steps—when a complicated task is involved
_____ ☐ estimating—when numbers are involved
_____ ☐ matching consequences to actions—for cause and effect
_____ ☐ troubleshooting—finding problems with a work process
_____ ☐ creative thinking—when multiple solutions are acceptable
_____ ☐ modeling—basing actions on those of a good example
_____ ☐ other: ________________________________

3.353. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

3.354. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

3.355. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

3.356. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

3.357. Match consequences to actions and decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

3.358. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling). (CL.B.4.In.1, CL.B.4.Su.1)

3.359. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

3.360. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify habits of successful students, develop similar habits; personal life—identify crowd that does not use drugs, identify their tactics for refusing drugs, use same tactics when offered drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

3.361. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus: catch next bus, get a ride, walk, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)

3.362. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., forgot homework so turned in late—lower grade, may not be accepted by the teacher). (CL.B.4.In.1, CL.B.4.Su.1)

3.363. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained ten pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)

3.364. Analyze consequences of each alternative course of action for solving a particular problem in personal life (e.g., arguing with parents—getting angry and leaving the house won't resolve the anger, talking over cause of disagreement may lead to compromise). (CL.B.4.In.1, CL.B.4.Su.1)

3.365. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

3.366. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed to indicate want or need). (CL.B.4.Pa.1)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Implementing Solutions

3.367. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, ask teacher for extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

3.368. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

3.369. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)

3.370. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

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3.371. Use appropriate techniques or tools to solve problems in personal life (e.g., use calculator to determine annual income from monthly salary). (CL.B.4.In.2, CL.B.4.Su.2)

3.372. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)

3.373. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.374. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

3.375. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Evaluate Effectiveness of Solution

3.376. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

3.377. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

COMPLETING WORK ASSIGNMENTS AND USING TECHNOLOGY

Planning Assignments

3.378. Identify purposes of planning assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

3.379. Identify components of a plan to complete an assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

3.380. Identify, prioritize, and schedule responsibilities of assignments (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

3.381. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer activities. (CL.C.2.Pa.1)
Specify: ____

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Implementing Work Assignments

3.382. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:
- _____ ☐ work according to schedule
- _____ ☐ track subtasks on calendar
- _____ ☐ set an alarm clock as a reminder
- _____ ☐ check off subtasks when completed
- _____ ☐ other: ______________________________

3.383. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:
- _____ ☐ try different techniques
- _____ ☐ seek assistance from others
- _____ ☐ seek advice from others
- _____ ☐ read the instructions or references
- _____ ☐ other: ______________________________

3.384. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:
- _____ ☐ use a checklist or rubric
- _____ ☐ use spellchecker or similar tools
- _____ ☐ ask peer or coworker to review
- _____ ☐ compare with model or example
- _____ ☐ look for errors
- _____ ☐ ask supervisor to review
- _____ ☐ other: ______________________________

3.385. Follow a systematic procedure to complete specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:
- _____ ☐ identify task
- _____ ☐ name steps of task
- _____ ☐ perform task following a model or demonstration
- _____ ☐ perform task with decreasing feedback
- _____ ☐ perform task independently
- _____ ☐ monitor own task performance using workplace or industry standards
- _____ ☐ evaluate own task performance using workplace or industry standards
- _____ ☐ other: ______________________________

3.386. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

3.387. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

3.388. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer activities. (CL.C.2.Pa.1)

Specify: ______________________________________

Using Tools, Equipment, and Supplies

3.389. Locate and identify the correct supplies, equipment, and tools required to complete specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ☐ supplies—pens, folders, towels, cleaning agents, parts, packing products
_____ ☐ equipment—copy machine, computer, vacuum cleaner, lawn mower
_____ ☐ tools—air pressure gauge, hammer, balance, wrenches, car jack
_____ ☐ other: ______________________________

3.390. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ ☐ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ☐ set up workstation with all needed supplies and equipment before starting
_____ ☐ other: ______________________________

3.391. Select and use the appropriate materials and supplies for completion of assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor). (CL.C.2.In.2, CL.C.2.Su.2)

3.392. Organize materials and supplies to complete assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

3.393. Use tools, equipment and supplies safely and correctly for specific assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with pointed end facing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

3.394. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

3.395. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

3.396. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

3.397. Accept assistance with and participate in recognizing and relating to familiar objects used in assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)
Specify: ______________________________

3.398. Accept assistance with and participate in requesting objects to produce desired effects during assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)
Specify: ______________________________

4. Demonstrate communication skills to transmit or receive concepts, ideas, information, thoughts, or feelings.

CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1	participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

Understanding the Concept of Communication

4.1. Identify the various uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; to convey desires, feelings, ideas, and needs; to respond to others). (CO.A.1.In.1, CO.A.1.Su.1)

4.2. Identify the forms of verbal or symbolic language used in communication (e.g., spoken or written words, phrases, sentences; sign language, finger spelling, symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

4.3. Identify the differences in communication skills and styles needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)

4.4. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

4.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ facial expressions _____ ☐ sounds
_____ ☐ gestures _____ ☐ body language
_____ ☐ hand signals _____ ☐ other: ________________________

4.6. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.7. Use appropriate grammar and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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4.8. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a service, cheering at a sports event, talking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ tone of voice _____ ☐ pitch
_____ ☐ fluency (rate and rhythm) _____ ☐ loudness
_____ ☐ duration _____ ☐ other: __________________

4.9. Use correct articulation to produce words and sounds correctly. (CO.A.1.In.1, CO.A.1.Su.1)

Listening

4.10. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ relaxed _____ ☐ active _____ ☐ social _____ ☐ defensive
_____ ☐ other: ____________________________________

4.11. Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

4.12. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ listening for content
_____ ☐ paying attention to cues—first, second..., in summary, most important
_____ ☐ linking to prior knowledge and experiences
_____ ☐ considering emotional meaning
_____ ☐ other: ____________________________________

4.13. Use strategies to improve listening (e.g., empathize with and "read" people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

4.14. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ requests _____ ☐ refusals _____ ☐ other: __________________

4.15. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________

4.16. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize _____ ☐ gesture
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________

4.17. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." " I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ opinions _____ ☐ facts _____ ☐ affection _____ ☐ anger
_____ ☐ other: ________________________________

4.18. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call persons name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.19. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call persons name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.20. Participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method: _____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ other: ______________

Respond to Communication

4.21. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using "I" statements, make apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.23. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling them how much you like the object or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

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4.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.26. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)
Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with familiar persons _____ ☐ with unfamiliar persons

4.27. Change body tone or produce body movements in response to communication. (CO.A.1.Pa.1)
Specify: _____ ☐ turn head _____ ☐ move toward stimuli
_____ ☐ eye movement _____ ☐ facial expression
_____ ☐ raise or lower voice _____ ☐ other: ____________________

4.28. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: _____ ☐ intentional body or head movement—move or turn toward speaker
_____ ☐ facial expressions—look at speaker, smile, blink
_____ ☐ oral communication—respond verbally
_____ ☐ other: ______________________________

4.29. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: _____ ☐ vocalization or gesture _____ ☐ body movements
_____ ☐ facial expressions _____ ☐ verbalize or sign

Using Greetings and Conversations

4.30. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.31. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.32. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi!, "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.33. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.34. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.35. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.36. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment please." "May I take a message?" "May I please speak to ...?" "This is she/he." "Thank you for calling"). (CO.A.1.In.1, CO.A.1.Su.1)

4.37. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.38. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ initiating topics
_____ ☐ maintaining topics
_____ ☐ taking turns
_____ ☐ ending a conversation
_____ ☐ repairing communication breakdowns
_____ ☐ showing sensitivity to cultural differences
_____ ☐ other: ______________________________

Feedback

4.39. Identify situations when feedback is usually given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

4.40. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.41. Use feedback to make changes in various situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.42. Give effective feedback to others (e.g., you are doing great, try to do five more; you need to try to throw the ball straight by looking where you are throwing; you did well on your test, keep up the good work; study for an extra hour each night). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Communication Systems

4.43. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)

4.44. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ sign language _____ ☐ total communication
_____ ☐ finger spelling _____ ☐ augmentative communication
_____ ☐ verbal language _____ ☐ symbol system
_____ ☐ other: ________________________________

4.45. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.46. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

4.47. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

4.48. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.Su.1)
Specify: _____ ☐ activate a switch, eye gaze, manual board, electronic device
_____ ☐ use a scanning array (linear, row/column, block, circular, quadrant, group)
_____ ☐ direct selection (touching)
_____ ☐ other: ____________________________________

4.49. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ objects _____ ☐ realistic pictures
_____ ☐ blackline drawings _____ ☐ icons (multiple meanings)
_____ ☐ written words _____ ☐ other: ______________________

4.50. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)

Specify: _____ ☐ initiating topics
_____ ☐ maintaining topics
_____ ☐ taking turns
_____ ☐ ending a conversation
_____ ☐ repairing communication breakdowns
_____ ☐ showing sensitivity to cultural differences
_____ ☐ other: ________________________________

4.51. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Understanding the Components of the Individual Educational Plan

5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

5.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ determine school and post-school outcome desires
_____ ☐ determine present levels of performance
_____ ☐ develop annual goals and related short-term objectives or benchmarks
_____ ☐ assign responsibility for objectives
_____ ☐ identify needed services, modifications, and supports

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5.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ high school course of study
_____ ☐ employment
_____ ☐ instruction and continuing education
_____ ☐ community participation
_____ ☐ independent living
_____ ☐ agency support
_____ ☐ daily living skills

5.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

5.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ in-school—course of study, diploma, extracurricular activities
_____ ☐ post-school—postsecondary training, employment
_____ ☐ post-school—living arrangements, community participation

5.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

5.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

5.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

5.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

5.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Special Skills Courses
Course Number:	7863060
Course Title:	Orientation and Mobility: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

The content should include, but not be limited to, the following:

- developing safe, efficient, and independent travel skills in one's neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Due to safety considerations, training students with visual impairments for independent travel requires a fully-trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Unique Skills Vision: 6-8, Course Number: 7863080.

Students with visual impairments who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate understanding of concepts and perceptual and cognitive processes involved in orientation, planning for travel, and negotiating specific travel obstacles involved in independent orientation and mobility for safe and efficient travel.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Concepts

1.1. Identify information related to concepts of space.
Specify: _____ ☐ body concepts—parts of body, location, movement, relationships, and functions
_____ ☐ spatial concepts of shapes
_____ ☐ measurement concepts—distances, time, rate
_____ ☐ positional and relational concepts—compass, position in space

1.2. Identify information related to environmental concepts.
Specify: _____ ☐ topography
_____ ☐ temperature
_____ ☐ differences among fixed and moveable objects
_____ ☐ acoustics and sound reflection

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Perceptual and Cognitive Processes

1.3. Use compass directions in everyday travel.

Specify: _____ ☐ read a compass
_____ ☐ identify direction of destination

1.4. Use knowledge of spatial concepts on a map.

Specify: _____ ☐ read and interpret a tactile or visual map
_____ ☐ identify locations of origin and destination
_____ ☐ trace intended route

1.5. Use sensory information to apply information related to concepts of space and the environment when traveling.

Specify: _____ ☐ estimate distances both in a room and out of doors using feet and yards
_____ ☐ connect travel time to rate of travel
_____ ☐ use spatial updating to establish self-to-object relationships
_____ ☐ use knowledge of spatial layout (object-to-object relationship)
_____ ☐ use knowledge of perimeter and gridline search patterns
_____ ☐ use reference systems

1.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., using landmarks and clues, numbering systems, compass directions, measurement concepts).

Planning for Travel

1.7. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

1.8. Plan time needed for travel to a new location. (IF.A.2.In.2, IF.A.2.Su.2)

1.9. Plan route for travel. (IF.A.2.In.2, IF.A.2.Su.2)

1.10. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

1.11. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

1.12. Find a desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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1.13. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ curbs, steps, ramps
_____ ☐ turnstiles, sliding doors, revolving doors
_____ ☐ street intersections
_____ ☐ other: ________________________________

1.14. Operate a self-service elevator when moving about a familiar or unfamiliar building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.15. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

1.16. Enter and exit buildings through appropriate doorways. (IF.A.2.In.2, IF.A.2.Su.2)

1.17. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in familiar or unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

1.18. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

2. Demonstrate travel skills including use of adaptive aids and equipment (e.g., techniques for indoor/outdoor travel; use of electronic aids, sighted guide, or long cane for travel; and use of major forms of public transportation).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

Moving About Within an Enclosed Space or Room

2.1. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom, computer station). (IF.A.2.In.2, IF.A.2.Su.2)

2.2. Identify and find specific locations in the home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.3. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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2.4. Accept assistance with and participate in the sequence of tasks or activities of moving about the home or school. (IF.A.2.Pa.2)

Specify routine: _____ ☐ within a room _____ ☐ between rooms _____ ☐ using stairs
_____ ☐ other: ______________________________
Specify setting: _____ ☐ home _____ ☐ school

Moving About in Buildings and Schools

2.5. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.6. Accept assistance with and participate in the sequence of tasks or activities when going from one room to another in the school or other buildings in the community. (IF.A.1.Pa.2)

Specify routine: _____ ☐ within a structured space _____ ☐ between structured areas
_____ ☐ on a walkway _____ ☐ within an unstructured area
_____ ☐ other: ______________________________
Specify setting: _____ ☐ school _____ ☐ community

Traveling within the Community

2.7. Move about in the immediate neighborhood from one location to another. (IF.A.2.In.2, IF.A.2.Su.2)

2.8. Use available modes of transportation to reach desired locations in the community. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ walking _____ ☐ bicycle _____ ☐ bus
_____ ☐ taxi _____ ☐ car _____ ☐ other: ______________

2.9. Accept assistance with and participate in the sequence of tasks or activities when walking outdoors. (IF.A.2.Pa.2)

Specify routine: _____ ☐ within a structured space _____ ☐ between structured areas
_____ ☐ on a walkway _____ ☐ within an unstructured area
_____ ☐ other: ______________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

Using Adaptive Aids and Equipment

2.10. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ diagonal and diagonal trailing
_____ ☐ ascending or descending stairs
_____ ☐ touch, touch and slide, touch and drag
_____ ☐ constant contact, three point touch
_____ ☐ other: ______________________________

2.11. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

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2.12. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ sighted guide
_____ ☐ protective (hand and forearm) skills
_____ ☐ advanced techniques, such as cane or electronic aids
_____ ☐ other: ____

Using Public Transportation

2.13. Identify characteristics of major forms of public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.14. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ cost
_____ ☐ routes
_____ ☐ accessibility for individuals with disabilities
_____ ☐ hours of operation
_____ ☐ other: ____

2.15. Identify various means of special transportation assistance for people with visual impairments (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

2.16. Make reservations and pay fare or purchase ticket for public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.17. Read and understand transportation schedules and time tables. (IF.A.2.In.2, IF.A.2.Su.2)

2.18. Identify safety procedures associated with forms of public transportation (e.g., use of seat belts, finding exits). (IF.A.2.In.2, IF.A.2.Su.2)

2.19. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify nearest stop). (IF.A.2.In.2, IF.A.2.Su.2)

2.20. Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

2.21. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

2.22. Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)

3. Travel to specified destinations in an unfamiliar environment by evaluating and planning travel and demonstrating safe decision making.

IF.A.2.In.2	demonstrate safe travel within and beyond the community.
IF.A.2.Su.2	demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2	participate in reaching desired locations safely within familiar environments—with assistance.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Planning Travel

3.1. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

3.2. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

3.3. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)

3.4. Locate exits and entrances when traveling in unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)

Evaluating Travel

3.5. Identify situations when travel plans need to be adjusted (e.g., your activity plans change, you get lost, your source of transportation isn't available). (IF.A.2.In.2, IF.A.2.Su.2)

3.6. Plan and adapt route of travel in an unfamiliar environment. (IF.A.2.In.2, IF.A.2.Su.2)

3.7. Identify alternate route of travel, if needed. (IF.A.2.In.2, IF.A.2.Su.2)

3.8. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

3.9. Accept assistance with and participate in reaching desired locations. (IF.A.2.Pa.2)
Specify: ____

Handling Emergencies

3.10. Identify situations in the community related to travel which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

3.11. Identify how to handle specific emergency situations when traveling (e.g., when you are in an accident, when you or someone else gets motion sickness, when you get lost). (IF.B.2.In.3, IF.B.2.Su.3)

3.12. Accept assistance with and participate in the sequence of tasks or activities involved in responding to unexpected events or potentially dangerous situations involving travel. (IF.B.2.Pa.2)

4. Interact with others when traveling and use their assistance appropriately.

SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

4.1. Demonstrate effective behaviors when approaching others when assistance is needed (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

4.2. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate. (SE.A.2.In.1, SE.A.2.Su.1)

4.3. Appropriately solicit others' cooperation or assistance when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

4.4. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

4.5. Demonstrate behaviors that represent active listening when getting assistance from others (e.g., check for understanding, use 'I' messages, face speaker, comment or nod in response to conversation, look at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

4.6. Use the telephone to call for assistance using the Information Operator (e.g., 411). (SE.A.2.In.1, SE.A.2.Su.1)

4.7. Ask driver of public transportation vehicle to identify destination. (SE.A.2.In.1, SE.A.2.Su.1)

4.8. Use actions of others as social cues when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

4.9. Identify persons and agencies to ask for assistance (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

4.10. Ask for assistance in various situations and emergencies. (IF.B.2.In.3, IF.B.2.Su.3)

4.11. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others when traveling with familiar persons. (SE.A.2.Pa.1)

Specify persons: _____ ☐ family _____ ☐ caregivers
_____ ☐ peers _____ ☐ authority figures
_____ ☐ community workers _____ ☐ other: ____________________

5. Locate and read survival symbols in order to access public places by understanding basic components and designs of public buildings, using assistance of others appropriately.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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5.1. Identify the meaning of survival symbols and braille abbreviations used in signs for buildings and public facilities when traveling (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ up, down _____ ☐ men, women
_____ ☐ handicapped entrance _____ ☐ other: _______________________

5.2. Orient self in public buildings using survival symbols and braille abbreviations on signs. (CL.B.1.In.2, CL.B.1.Su.2)

5.3. Identify the appropriate source to obtain information for travel when completing functional tasks (e.g., planning a vacation, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ ☐ type of information—destinations, schedules, reservations, cost
_____ ☐ source of information—travel agent, private or commercial carrier

5.4. Use information obtained from persons and other resources to facilitate own ability to travel from one destination to another. (CL.B.1.In.2, CL.B.1.Su.2)

5.5. Accept assistance with and participate in the sequence of tasks or activities when recognizing or using survival symbols to access public places. (CL.B.1.Pa.1)

6. Apply motor skills of balance and coordination and forms of posture and gait required for efficiency of movement and travel.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

6.1. Use basic locomotor movements when traveling.
Specify: _____ ☐ walking _____ ☐ running _____ ☐ other: _______________

6.2. Use skills of balance when using locomotor movements.

6.3. Use control of a variety of body parts when traveling.
Specify: _____ ☐ forward travel _____ ☐ backward travel
_____ ☐ change of direction _____ ☐ change of speed
_____ ☐ other: ____

6.4. Use correct posture and gait when traveling.

6.5. Accept assistance with and participate in the sequence of tasks or activities when using motor skills of balance and coordination for efficiency of movement and travel.

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Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7863080
Course Title: Unique Skills Vision: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.

The content should include, but not be limited to, the following:

- maximize use of sensory input
- access print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility: 6-8, Course Number: 7863060.

Students with visual impairments who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. **Use strategies and modifications for completion of education requirements for a standard or special diploma.**

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Classroom Instruction and Assignments

1.1. Participate in classroom instructional activities with one or more accommodations to presentation mode and notetaking as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ record sessions on a tape recorder
_____ ☐ use alternate format to obtain information from materials—braille, large print, and/or recorded books with compressed speech
_____ ☐ use adapted reading aid—scanning devices, CCTV, and/or hand-held magnifier
_____ ☐ use calculating device—portable notetakers, calculator, and/or abacus
_____ ☐ use adapted aids, materials, or devices—adapted ruler, yardstick, compass or protractor, and/or tactile globes and maps
_____ ☐ use concrete objects and graphics
_____ ☐ use materials embossed in Nemeth Code for mathematics
_____ ☐ use slate and stylus or braillewriter
_____ ☐ use refreshable braille device
_____ ☐ use notetaker—obtain copies of notes from instructor, designated staff member or volunteer, and/or other student in class
_____ ☐ use adapted devices for travel or distant activities—telescopic lens, cane, and/or compass
_____ ☐ other: ________________________________

1.2. Complete classroom assignments with one or more accommodations to response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ dictating responses on a tape recorder
_____ ☐ recording responses using an adapted typewriter or word processor
_____ ☐ recording responses using a typewriter or word processor
_____ ☐ dictating responses to a person
_____ ☐ creating alternate products or performances specified by instruction
_____ ☐ other: ________________________________

1.3. Participate in classroom instructional activities with one or more accommodations to setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ separate setting—in a small group
_____ ☐ separate setting—individually
_____ ☐ use of individual behavior management procedures
_____ ☐ other: ________________________________

1.4. Participate in classroom instructional activities with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ activities and assignments given in short time segments
_____ ☐ extended time for assignment completion, if appropriate
_____ ☐ extended time for course completion, if appropriate
_____ ☐ other: ________________________________

1.5. Participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. (CL.A.1.Pa.1)

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Assessments and Tests

1.6. Take exams with one or more accommodations to response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ recording answers on a tape recorder
_____ ☐ recording answers using a typewriter or word processor
_____ ☐ recording answers using an adapted typewriter or word processor
_____ ☐ dictating answers to a proctor
_____ ☐ other: ______________________________

1.7. Take exams with one or more accommodations to presentation mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ large print
_____ ☐ braille
_____ ☐ questions and/or instructions read to student
_____ ☐ other: ______________________________

1.8. Take exams with one or more accommodations to setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ separate setting—in a small group
_____ ☐ separate setting—individually
_____ ☐ other: ______________________________

1.9. Take exams with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)

Specify: _____ ☐ sections of test given in short time segments
_____ ☐ extended time, if appropriate
_____ ☐ other: ______________________________

Program and Course Requirements

1.10. Participate in classroom instructional activities with one or more modifications to program or course requirements, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)

Specify: _____ ☐ use partial course requirements
_____ ☐ use modified requirements in ESE courses
_____ ☐ use modified requirements that are below grade level
_____ ☐ other: ______________________________

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2. Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Understanding Personal Visual Loss

2.1. Demonstrate knowledge of how the eye functions and what glasses and low vision aids do to improve vision.

2.2. Identify characteristics of own visual functioning, including personal visual restrictions, acuity, side effects, and prognosis.

2.3. Demonstrate knowledge of personal eye pathology, including genetic factors and any progressive symptoms.

2.4. Identify symptoms that may indicate visual degeneration and procedures to follow if needed, including methods of monitoring visual functioning.

2.5. Differentiate among vision specialists, including the optometrist, optician, and ophthalmologist.

2.6. Identify effective techniques for gaining the most from a visit to an eye specialist (e.g., how to use prescribed medications, low vision aids, or techniques; what precautions to take; other aspects of eye care; when to seek a second opinion).

2.7. Demonstrate knowledge and skills needed to use and care for own optical aids, prosthesis, and/or medication.

Maximizing Visual Efficiency

2.8. Identify situations and conditions in the environment that reduce own functional vision.

2.9. Identify environmental conditions that enhance personal visual efficiency and act to modify conditions, if appropriate.

2.10. Employ techniques needed to maximize personal near and distance vision, including use of low vision devices, if applicable.

2.11. Use tactile and visual exploration skills to obtain information from symbols, objects, and areas in the environment.

2.12. Change body tone or produce body movement(s) consistently in response to specific stimuli. (CL.B.1.Pa.1)

Specify: _____ ☐ turn head _____ ☐ move toward stimuli
_____ ☐ move eyes _____ ☐ change facial expression
_____ ☐ change vocalization _____ ☐ other: ____________________

Specify type of stimuli:
_____ ☐ voice _____ ☐ touch _____ ☐ object/picture
_____ ☐ smell _____ ☐ taste _____ ☐ sound
_____ ☐ light _____ ☐ other: ____________________

Using Low Vision and Blindness Materials and Techniques

2.13. Use a telescopic lens for distance viewing of chalkboard, street signs, and numbers on buses.

2.14. Use materials embossed in Nemeth Code in understanding mathematical concepts and skills.

2.15. Use concrete objects and graphics (tactile and/or print) in understanding concepts and skills in various subject areas (e.g., geometry, science, social studies).

2.16. Use adapted aids, materials, or devices skillfully to complete assignments (e.g., ruler, yardstick, compass, protractor, tactile globes, tactile maps).

2.17. Use adaptive pouring and measuring techniques.

2.18. Solve problems using mental mathematics.

2.19. Take notes and write problems in classes in a read-back medium.

2.20. Use calculating devices skillfully (e.g., portable notetakers, calculators), to solve mathematical problems.

2.21. Use the abacus skillfully to perform basic computation.

2.22. Determine appropriate uses of adapted aids or techniques to accomplish learning tasks in school, home, or the community.

2.23. Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.

2.24. Evaluate effectiveness and efficiency of selected adapted aids and technology for selected tasks.

2.25. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)

Specify activity: ____________________

Specify type of equipment or device: ____________________

3. Access print information through a personal communication system or appropriate technological devices.

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3	organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1	identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2	interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1	participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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3.1. Demonstrate knowledge and skills to use adapted print materials, as appropriate to the individual student. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ large print _____ ☐ braille _____ ☐ recorded material

3.2. Demonstrate efficiency in all braille skills. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.3. Use tapes of speeded or compressed speech to acquire information from recorded textbooks or other types of resources. (CL.B.1.In.2, CL.B.1.Su.2)

3.4. Demonstrate efficiency in using recorded materials (e.g., accuracy of listening comprehension at 250-275 wpm). (CL.B.1.In.2, CL.B.1.Su.2)

3.5. Identify print size required for optimal personal efficiency in reading, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1)

3.6. Combine use of tactile and low vision aids, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.7. Demonstrate knowledge and skills to use adapted tables, graphs, and charts in tactile or print formats. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.8. Use adapted reading aid skillfully (e.g., scanning devices, CCTV, hand-held magnifier, tape player). (CL.B.1.In.1, CL.B.1.Su.1)

3.9. Use a variety of low vision aids skillfully with a computer, typewriter, or other communication tool. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.2.In.2, CL.B.2.Su.2)

3.10. Demonstrate knowledge and skills needed to use glossaries, dictionaries, tables of contents, and indexes in appropriate reading mediums. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.11. Demonstrate knowledge and skills needed to access materials in appropriate reading mediums in the library, media center, or other resource using a card catalog or other type of directory. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.In.3)

3.12. Accept assistance with and participate in the use of a personal communication system or appropriate technological devices to assess information. (CL.B.1.Pa.1)

4. Use appropriate skills when communicating with others.

CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1	participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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4.1. Demonstrate knowledge and skills needed to communicate in a read-back mode using an appropriate adaptive device. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ braillewriter _____ ☐ refreshable braille device
_____ ☐ slate and stylus _____ ☐ computer
_____ ☐ typewriter/word processor _____ ☐ other: ____________________

4.2. Demonstrate proficiency in using keyboarding skills, if print and tactile reader (e.g., 25-35 wpm using a typewriter or computer). (CO.A.1.In.1, CO.A.1.Su.1)

4.3. Demonstrate proficiency in using slate and stylus writing skills, if braille user (e.g., 25-30 wpm using a slate and stylus). (CO.A.1.In.1, CO.A.1.Su.1)

4.4. Demonstrate proficiency in using a braillewriter. (CO.A.1.In.1, CO.A.1.Su.1)

4.5. Use knowledge and skills when proofreading, revising, or editing own written material. (CL.B.2.In.1, CL.B.2.Su.1)

4.6. Transfer braille or handwritten notes to inkprint copy using a computer printer or typewriter. (CL.B.2.In.1, CL.B.2.Su.1)

4.7. Use a word processor skillfully with synthesized speech or large print screen, if appropriate, in a read-back medium to prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.8. Use a nonadapted word processor to take notes or prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.9. Demonstrate knowledge and skills needed to review and take notes from tape recordings of oral presentations or lectures. (CO.A.1.In.1, CO.A.1.Su.1)

4.10. Demonstrate knowledge and skills needed for dictating communications using a tape recorder or other recording device. (CO.A.1.In.1, CO.A.1.Su.1)

4.11. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)

Specify method: _____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ other: _______________

5. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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5.1. Identify services, agencies, and organizations with special services available to persons with visual impairments (e.g., American Foundation for the Blind, Division of Blind Services, Medicaid, social services programs, transcriber services, transportation services for the disabled). (IF.A.2.In.1, IF.A.2.Su.1)

5.2. Identify circumstances or situations when services, agencies, and organizations with special services available to persons with visual impairments would need to be contacted (e.g., getting help with medical needs, orienting self in a new neighborhood). (IF.A.2.In.1, IF.A.2.Su.1)

5.3. Identify sources of information about services, agencies, and organizations with special services available to persons with visual impairments (e.g., community agencies, teachers, counselors, friends, family). (IF.A.2.In.1, IF.A.2.Su.1)

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5.4. Use various sources to gain information about community service agencies, businesses, or other resources with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.5. Identify advantages and disadvantages of particular types of services, agencies, and organizations with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service, agency, or organization for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation). (IF.A.2.In.1, IF.A.2.Su.1)

5.7. Accept assistance with and participate in the sequence of tasks or activities of preparing for community service routines. (IF.A.1.Pa.2)

Specify routine: _____ ☐ services for visually impaired _____ ☐ health care
_____ ☐ other: ________________________________

6. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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6.1. Identify community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., Division of Blind Services, Florida Instructional Materials Center for the Visually Handicapped, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, transcriber services). (IF.A.2.In.1, IF.A.2.Su.1)

6.2. Identify circumstances or situations when community service agencies or other resources that assist individuals in obtaining books, tapes, and other resources for persons with visual impairments would need to be contacted (e.g., locating reading material, ordering educational materials). (IF.A.2.In.1, IF.A.2.Su.1)

6.3. Use various sources to gain information about community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.4. Identify advantages and disadvantages of particular types of community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.5. Select the community service agency or other resource that will meet (or is most likely to meet) individual needs in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.6. Identify ways of contacting community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., phone call, e-mail, fax, letter, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

6.7. Contact community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.8. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service for obtaining books, tapes, and resources for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)

6.9. Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines to obtain books, tapes and other personally useful resources. (IF.A.1.Pa.2)

Specify routine: _____ ☐ services for visually impaired _____ ☐ books and tapes
_____ ☐ other: ____

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7. Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care; sexuality; health; first aid and safety; home care; community living; use of leisure time; and use of practical skills including telephone usage, time management, and money skills.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Note: Teachers of this course may wish to seek assistance from district staff or school health educators when instructing students on this requirement.

Personal Care

7.1. Use strategies to complete dressing, hygiene, and grooming activities effectively and efficiently and on a regular basis (e.g., organize clothes in drawers by type, label clothes by occasion or care requirements, store grooming supplies together, place medications in daily dosage container, mark raised spot on water control for comfortable bath or shower temperature, use an adapted scale). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting clothing for weather, occasion, or activity
_____ ☐ caring for clothing
_____ ☐ grooming and hygiene
_____ ☐ using personal services
_____ ☐ other: ____________________________________

7.2. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines. (IF.A.1.Pa.2)

Specify routine: _____ ☐ home _____ ☐ school _____ ☐ community

Sexuality

7.3. Demonstrate awareness of basic concepts of adolescent growth and development, including concepts related to reproduction. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ knowledge of the physical and emotional changes in adolescent development
_____ ☐ knowledge of the development of the reproductive system—males and females
_____ ☐ knowledge of the process of fertilization and stages of pregnancy
_____ ☐ other: ______________________________

7.4. Demonstrate awareness of individual responsibilities in family planning and pregnancy. (SE.A.2.In.1, SE.A.2.Su.2)

Specify: _____ ☐ knowledge of birth control practices—abstinence and use of contraceptives
_____ ☐ knowledge of individual risks of sexually transmitted diseases, HIV/AIDS
_____ ☐ knowledge of prenatal care
_____ ☐ knowledge of risks to the unborn of diseases, tobacco, alcohol, or other drugs
_____ ☐ knowledge of assistance available through community agencies
_____ ☐ other: ______________________________

7.5. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, reflect responsible decisions about not having sexual relationships until the appropriate time). (IF.B.2.In.1, IF.B.2.Su.1)

7.6. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

7.7. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

7.8. Demonstrate effective responses and refusal skills needed to deal with negative peer pressure. (SE.A.2.In.1, SE.A.2.Su.1)

Health and First Aid

7.9. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training, identifying good nutritional habits, planning an exercise program). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ getting routine medical care—annual checkup, routine daily activities
_____ ☐ exercising regularly
_____ ☐ maintaining a nutritious diet
_____ ☐ identifying and managing common diseases
_____ ☐ other: ______________________________

7.10. Use strategies related to wellness to complete health care activities effectively and efficiently on a regular basis (e.g., develop and follow a wellness routine, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on drugs, ask doctor or dentist to send out reminders for periodic physicals or checkups, keep a list of nutritious meals, pre-measure servings, identify symptoms, put medication in compartmentalized container for daily dosages). (IF.A.1.In.2, IF.A.1.Su.2)

7.11. Use strategies related to first aid to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ stopping bleeding and applying bandages
_____ ☐ taking care of burns, poisons, and wounds
_____ ☐ getting help when needed
_____ ☐ other: ________________________________

7.12. Accept assistance with and participate in the sequence of tasks or activities of daily health care routines. (IF.A.1.Pa.2)

Specify routine: _____ ☐ home _____ ☐ school _____ ☐ community

Identifying Unsafe Factors or Situations

7.13. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets; firearms in the home; faulty wiring; dangerous chemicals stored in an open place; an intruder at the door, at the window, or attempting to enter the home; adverse weather, such as flood, hurricane, or tornado). (IF.B.2.In.3, IF.B.2.Su.3)

7.14. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, keep curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)

7.15. Identify unsafe factors or situations in the school or community that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)

7.16. Identify unsafe factors or situations in the workplace which are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

Following Safety Procedures

7.17. Identify appropriate ways to respond to specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head between knees, cover head, stay calm; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

7.18. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Poison Control Center, 911 on phone). (IF.B.2.In.3, IF.B.2.Su.3)

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7.19. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, wear protective gear for sports). (IF.B.2.In.3, IF.B.2.Su.3)

7.20. Respond to unexpected stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

Dealing with Fires

7.21. Identify potential hazards of open fires, matches, electrical appliances, and outlets. (IF.B.2.In.3, IF.B.2.Su.3)

7.22. Use safety procedures for fire drills and emergencies (e.g., remain calm, accept assistance as appropriate, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Adverse Weather

7.23. Identify the hazards associated with adverse weather conditions (e.g., rain storms—hurricanes, thunder, lightning, strong winds, poor visibility; tornadoes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

7.24. Follow safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, stand in hallway). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

7.25. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

7.26. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

7.27. Demonstrate appropriate ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Care of the Home

7.28. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ selecting and planning what to eat—using the Food Guide Pyramid
_____ ☐ preparing foods and beverages safely
_____ ☐ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ ☐ storing food—organizing by type
_____ ☐ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ ☐ using adaptive devices in preparing food
_____ ☐ other: ______________________________

7.29. Use strategies related to cleaning, safety, and maintenance of household areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ identifying areas and objects that need to be cleaned or maintained
_____ ☐ selecting appropriate products, tools, and equipment for housekeeping
_____ ☐ using products, tools, and equipment for household cleaning
_____ ☐ securing the home by locking windows and doors
_____ ☐ maintaining a comfortable temperature in house
_____ ☐ maintaining exterior, including outdoor light fixtures
_____ ☐ using adaptive devices in household and exterior maintenance
_____ ☐ getting assistance if needed for tasks
_____ ☐ other: ______________________________

7.30. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

Specify routine: ____

Using Leisure Time

7.31. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, following movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ indoor team or pairs games
_____ ☐ outdoor team or pairs games
_____ ☐ exercise programs
_____ ☐ dance, gymnastics
_____ ☐ other: ______________________________
_____ ☐ attending performances
_____ ☐ hobbies and crafts
_____ ☐ outdoor events
_____ ☐ pet care and gardening

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7.32. Use adaptive/assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)

7.33. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: ____

7.34. Accept assistance with and participate in using adaptive/assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: ____

7.35. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

7.36. Use strategies related to making social contacts with peers and family in informal gatherings on a regular basis (e.g., make weekly phone calls, keep a calendar of family birthdays). (IF.A.1.In.1, IF.A.1.Su.1)

7.37. Identify community service agencies, businesses, and other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

7.38. Identify ways of contacting community service agencies, businesses, and other resources that assist individuals with transportation needs (e.g., phone call, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

7.39. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at home. (IF.A.1.Pa.2)
Specify routine: _____ ☐ active _____ ☐ inactive _____ ☐ entertainment
_____ ☐ hobbies _____ ☐ other: ____________________________

7.40. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ ☐ active _____ ☐ inactive _____ ☐ media or live entertainment
_____ ☐ hobbies _____ ☐ other: ____________________________
Specify setting: _____ ☐ school _____ ☐ community

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Using the Telephone

7.41. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ function and use of telephone parts
_____ ☐ function of various signals and tones
_____ ☐ correct way to dial local numbers
_____ ☐ how to get assistance with telephone services
_____ ☐ using emergency numbers such as 911
_____ ☐ using basic information numbers such as 411 and weather
_____ ☐ using pay telephones
_____ ☐ other: ______________________________

Managing Time

7.42. Identify components of a plan to complete school assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

7.43. Use strategies to pace work so that school assignment or other task is completed according to a schedule. (CL.C.2,In.1, CL.C.2.Su.1)

Specify: _____ ☐ work according to schedule
_____ ☐ track subtasks on calendar
_____ ☐ begin subtasks on time
_____ ☐ set an alarm clock as a reminder
_____ ☐ check off subtasks when completed
_____ ☐ adjust to unforeseen circumstances
_____ ☐ other: ______________________________

7.44. Identify alternative approaches when faced with difficulty in completing a school assignment or other task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ try different techniques
_____ ☐ seek assistance from others
_____ ☐ seek advice from others
_____ ☐ read the instructions or references
_____ ☐ other: ______________________________

7.45. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates; record information as needed; record daily to-do-lists; plan a daily schedule; use a talking clock, calendar in braille, or visual or tactile watch). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: _____ ☐ personal
_____ ☐ school

7.46. Use strategies to assist with organizing materials and supplies to complete school assignments and other tasks (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

Money Skills

7.47. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., folding bills for identification and retrieval, organizing money in a wallet, managing own finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ preparing a budget
_____ ☐ managing and protecting personal cash
_____ ☐ using comparative shopping to make wise purchases
_____ ☐ other: ____________ ___________________________

8. Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one's thoughts for constructive daily living and interaction.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1	engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Interacting with Others

8.1. Use appropriate language to express need for assistance in various situations (e.g., ask for help in reading the menu, ask bus driver to call out desired stop). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ articulate precise questions _____ ☐ use appropriate body language
_____ ☐ seek feedback _____ ☐ listen to act on what is told
_____ ☐ other: ______________________________

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

8.2. Use acceptable facial expressions, gestures, body language, and hand signals when communicating with others in various situations (e.g., facial expressions—smile, frown, puzzled look; gestures—wave, welcome; body language—head nod, arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

8.3. Recognize and take steps to avoid stereotypic behaviors or mannerisms, such as body rocking and head swaying, out of concern for their impact on others. (IF.B.2.In.2, IF.B.2.Su.2)

8.4. Identify characteristics of own disability when asked by peers, adults, and others.

8.5. Demonstrate awareness of perceptions and misconceptions of others about blindness and respond appropriately. (IF.B.2.In.1, IF.B.2.Su.1)

8.6. Use sensory cues to identify the person(s) with whom one is communicating (e.g., smell of perfume or aftershave, tone of voice, sound of footsteps). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ☐ olfactory cues _____ ☐ auditory cues
_____ ☐ other: ______________________________

8.7. Discriminate between examples and non-examples of self-advocacy behaviors (examples—presenting self in front of teacher to ask for assistance, making needs known to others; non-examples—not being able to state personal strengths when asked, talking negatively about self, not being assertive). (IF.B.2.In.1, IF.B.2.Su.1)

8.8. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home—family gatherings, chores
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

8.9. Discriminate between examples and non-examples of behaviors that reflect positive self-esteem (examples—setting challenging yet attainable goals, using refusal skills when needed; non-examples—saying negative things about self, avoiding risks). (IF.B.2.In.1, IF.B.2.Su.1)

8.10. Demonstrate self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home—family gatherings, chores
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

8.11. Discriminate between examples and non-examples of behaviors that are considerate of others (examples—offering assistance, listening to others, asking permission before taking another person's belongings, consoling a neighbor; non-examples—shouting, pushing, hitting, bossing others, making threats, laughing when your friend is upset). (IF.B.2.In.1, IF.B.2.Su.1)

8.12. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home—family gatherings, chores
_____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—leisure activities, stores, restaurants, traveling

8.13. Accept assistance with and participate in responding appropriately to unexpected events and potentially harmful situations. (IF.B.2.Pa.2)

Using Group Skills

8.14. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager). (SE.A.1.In.1, SE.A.1.Su.1)

8.15. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

8.16. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager). (SE.A.1.In.1, SE.A.1.Su.1)

8.17. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, completing share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

8.18. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

8.19. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

8.20. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ ☐ discuss the problem
_____ ☐ individually list possible causes
_____ ☐ record individual group member's suggestions and clarifications
_____ ☐ identify most probable cause
_____ ☐ implement corrective action or solution
_____ ☐ report results
_____ ☐ move on to the next probable cause if action is ineffective
_____ ☐ other: ______________________________

8.21. Accept assistance with and participate appropriately in group situations. (SE.A.1.Pa.1)

Using Interpersonal Communication Skills

8.22. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions tactfully, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

8.23. Demonstrate steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

8.24. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

8.25. Demonstrate communications and behaviors that are complimentary to others (e.g., saying "Good job" or "Well done"; honoring others with rewards, commending others, praising others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

8.26. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visiting others, writing to others, calling others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

8.27. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, cruel people can make others afraid). (SE.A.2.In.1, SE.A.2.Su.1)

8.28. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.29. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

8.30. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

8.31. Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.32. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

8.33. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)
Specify: _____ ☐ family _____ ☐ caregivers _____ ☐ peers
_____ ☐ other: ______________________________

8.34. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

8.35. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in daily activities (e.g., cheer when the home team scores, keep hands to self, do not tear at clothing). (IF.B.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Understanding the Components of the Plan

9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify the benefits of, and reasons for, participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

9.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ participate in pre-meeting activities
_____ ☐ determine school and post-school outcome desires
_____ ☐ determine present levels of performance
_____ ☐ develop annual goals and related short-term objectives or benchmarks
_____ ☐ assign responsibility for objectives
_____ ☐ identify needed services, modifications, and supports

9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ employment
_____ ☐ instruction and continuing education
_____ ☐ community participation
_____ ☐ independent living
_____ ☐ agency support
_____ ☐ daily living skills
_____ ☐ course of study

9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

9.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ in-school—course of study, type of diploma, extracurricular activities
_____ ☐ post-school—post-secondary training, employment
_____ ☐ post-school—living arrangements, community participation

9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

9.10. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

9.11. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

9.12. Accept assistance with and participate in activities related to own IEP development. (IF.B.1.Pa.1)

10. Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2	carry out plans and adjust to changing circumstances—with guidance and support.
IF.B.1.Pa.1	participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

10.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, going on a trip, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify resources and sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ individuals—family members, supervisors, teachers,
_____ ☐ agencies—community agencies, religious organizations, schools
_____ ☐ other: ______________________________________

10.3. Identify own strengths and weaknesses to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

10.4. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

10.5. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ short-term goals _____ ☐ long-term goals
_____ ☐ other: ______________________________________

10.6. Make a plan to implement personal goals (e.g., identify steps, record the steps orally or in writing, have someone look over steps, determine if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

10.7. Commit to do the tasks when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

10.8. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities). (IF.B.1.In.2, IF.B.1.Su.2)

10.9. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

10.10. Accept assistance with and communicate interest in participating in specific activities and tasks. (IF.B.1.Pa.1)

11. Articulate a realistic vocational/career goal or vocational educational plan.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.In.2	identify individual rights and responsibilities in the workplace.
CL.C.1.In.3	make general preparations for entering the work force.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.1.Su.2	recognize individual rights and responsibilities in the workplace—with guidance and support.
CL.C.1.Su.3	make general preparations for entering the work force—with guidance and support.
CL.C.1.Pa.1	show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Understanding Career Opportunities

11.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

11.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

11.3. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall hanger; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

11.4. Describe advantages and disadvantages associated with each occupation studied (e.g., benefits, vacation, work in the outdoors, flexible hours, customers). (CL.C.1.In.1, CL.C.1.Su.1)

11.5. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled/manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

11.6. Evaluate present and future local job market of a specific job or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

11.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, salary, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

11.8. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—overtime, may be temporary; salary—benefits, sick and vacation pay, insurance, predictable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

11.9. Describe laws that protect employees (e.g., anti-discriminatory, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

11.10. Identify the purpose and protections of the Americans with Disabilities Act (e.g., purpose—protects civil rights; tasks—provides workplace accommodations, provides accessibility to businesses, increases public awareness individual to rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

Job Search Skills

11.11. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find job openings, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews, follow-up with thank yous). (CL.C.1.In.3, CL.C.1.Su.3)

11.12. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

11.13. Identify agencies that can provide assistance when searching for a job (e.g., Vocational Rehabilitation, state employment agencies, private employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

11.14. Identify possible community jobs using local resources (e.g., parents, teachers, classified ads, job board, employment counselor). (CL.C.1.In.3, CL.C.1.Su.3)

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Using a Career Planning Process

11.15. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to get organized, helps you to stay on task). (IF.B.1.In.1, IF.B.1.Su.1)

11.16. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

11.17. Identify resources and sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ individuals—family members, supervisors, teachers, counselors
_____ ☐ agencies—government agencies, religious organizations, schools
_____ ☐ other: ________________________________

11.18. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

11.19. Complete an initial personal assessment to determine strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ ☐ self-concept and values clarification
_____ ☐ personality characteristics and personal style
_____ ☐ motivational patterns and personal preferences
_____ ☐ occupational interests
_____ ☐ personal and educational background
_____ ☐ key accomplishments and successes
_____ ☐ satisfying and dissatisfying experiences
_____ ☐ other: ________________________________

11.20. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., communication skills, mechanical abilities, musical interests, previous experience, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

11.21. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

11.22. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

11.23. Identify risks associated with certain careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)

11.24. Identify goals relating to own plan for high school and post-secondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a degree). (IF.B.1.In.1, IF.B.1.Su.1)

11.25. Identify goals related to immediate employment for self (e.g., type of job, salary, hours). (IF.B.1.In.1, IF.B.1.Su.1)

11.26. Identify occupational goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)

11.27. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, need a resume and application, need Social Security card, need to know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

11.28. Identify individual strengths and weaknesses that may affect preferred post-secondary educational opportunities (e.g., study skills, ability to work independently, grades, test scores). (CL.C.1.In.1, CL.C.1.Su.1)

11.29. Accept assistance with and communicate interest in participating in specific activities and tasks involving volunteer or work activities. (CL.C.1.Pa.1)

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Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Special Skills Courses
Course Number:	7863090
Course Title:	Learning Strategies: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

The content should include, but not be limited to, the following:

- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test-taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master the benchmarks for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

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After successfully completing this course, the student will:

1. Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).

CL.B.1.In.1	identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2	interpret and use oral, print, or visual information for specified purposes.

1.1. Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., school tasks—find word in dictionary, find information for a report; leisure—find information on a specific location, person, or event). (CL.B.1.In.1)

Specify: _____ ☐ key words _____ ☐ dates _____ ☐ numbers
_____ ☐ charts _____ ☐ graphs _____ ☐ pictures
_____ ☐ maps _____ ☐ other: ______________________________

1.2. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)

Specify: _____ ☐ answers to questions _____ ☐ specific facts
_____ ☐ other: ______________________________

1.3. Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)

Specify: _____ ☐ statements _____ ☐ questions _____ ☐ directions
_____ ☐ commands _____ ☐ requests
_____ ☐ other: ______________________________

1.4. Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., tell someone about articles in magazines or the newspaper, write a summary of a reading assignment for school or work). (CL.B.1.In.2)

Specify: _____ ☐ identify the first sentence or topic
_____ ☐ paraphrase information
_____ ☐ identify information that is repeated
_____ ☐ scan chapter headings
_____ ☐ other: ______________________________

1.5. State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)

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1.6. Use strategies to identify relevant information in a text or graphics by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions). (CL.B.1.In.2)

Specify: _____ ☐ match to a list of key information—dates, names, locations
_____ ☐ match to questions to be answered
_____ ☐ scan chapter titles and subtitles for specific words or phrases
_____ ☐ other: ________________________________

1.7. Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)

Specify: _____ ☐ ask "How does this fit?"
_____ ☐ ask "Is it needed?"
_____ ☐ compare to similar examples or a model
_____ ☐ other: ________________________________

1.8. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)

Specify: _____ ☐ who, what, where, when, why, and how?
_____ ☐ other: ________________________________

2. Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

2.1. Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2)

2.2. Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)

Specify: _____ ☐ review background knowledge first
_____ ☐ identify common elements or events
_____ ☐ distinguish what is different
_____ ☐ relate new information to concepts already understood
_____ ☐ other: ________________________________

2.3. Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)

2.4. Use visual imagery to clarify and remember information used in completing functional tasks (e.g., drawing a picture, visualizing a situation, recalling a person's appearance, remembering a place you have visited). (CL.B.1.In.2)

Specify: _____ ☐ make mental pictures _____ ☐ create an association or analogy
_____ ☐ other: ______________________________

Organizing Information

2.5. Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meaning of important vocabulary). (CL.B.1.In.3)

Specify: _____ ☐ visual devices—mental pictures, mental movies, stories, associations
_____ ☐ keyword devices—boxing, associations
_____ ☐ first-letter—acronym, sentence
_____ ☐ series—pegword, location
_____ ☐ rhyming, coding
_____ ☐ other: ______________________________

2.6. Identify characteristics of various structures used to organize information. (CL.B.1.In.3)

Specify: _____ ☐ chronological _____ ☐ alphabetical _____ ☐ categorical
_____ ☐ topical _____ ☐ hierarchical or outlining
_____ ☐ other: ______________________________

2.7. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

2.8. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.9. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

2.10. Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

2.11. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationships among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

2.12. Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.13. Take notes that identify essential ideas and facts from selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.14. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Listening

2.15. Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)

2.16. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1)
Specify: _____ ☐ relaxed _____ ☐ attentive _____ ☐ social _____ ☐ defensive

2.17. Identify the difference between active and non-active listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; non-active—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)

2.18. Use critical listening skills to gain understanding. (CO.A.1.In.1)
Specify: _____ ☐ listening for content
_____ ☐ paying attention to cues—first, second...; in summary; most important
_____ ☐ linking to prior knowledge and experiences
_____ ☐ considering emotional meaning
_____ ☐ other: ________________________________

2.19. Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

3. Apply skills and strategies to enhance competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).

CL.B.2.In.1	prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2	express oral, written, or visual information for specified purposes.

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Organizing

3.1. Identify characteristics of key elements of documents and oral communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)

Specify: _____ ☐ what is the content—objectives, target audience, purpose
_____ ☐ what components are needed—introduction, body, summary
_____ ☐ how the information should be organized
_____ ☐ what formatting should be used—layout, text, use of graphics
_____ ☐ other: ______________________________

3.2. Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.2)

Specify: _____ ☐ make a list of events in order
_____ ☐ use words such as *first*, *next*, and *last* to indicate order of events
_____ ☐ note dates of events
_____ ☐ other: ______________________________

3.3. Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.2)

Specify: _____ ☐ use a graphic organizer to arrange main ideas and supporting details
_____ ☐ use an outline to organize main ideas and supporting details
_____ ☐ introduce the overall main idea in the beginning
_____ ☐ state the main idea in the topic sentence of the paragraph
_____ ☐ link the details to the main idea of the paragraph
_____ ☐ summarize the overall main idea in the conclusion
_____ ☐ other: ______________________________

3.4. Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.2)

Specify: _____ ☐ select the type of organization that fits the topic—specific to general, cause and effect, least important to most important, easy to difficult, chronological
_____ ☐ use a graphic organizer or outline to organize ideas
_____ ☐ indicate how the information is organized in the beginning
_____ ☐ include words throughout the text that remind the reader of the organization
_____ ☐ other: ______________________________

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Formatting

3.5. Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)

Specify: _____ ☐ note—give directions, let your school know that you will be late
_____ ☐ memo/e-mail—announce an event to your co-workers at the community center
_____ ☐ letter—friendly, complaint, request, application
_____ ☐ message—let a family member know that someone called
_____ ☐ report—describe progress in completing a project
_____ ☐ other: ________________________________

3.6. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2)

Specify: _____ ☐ note
_____ ☐ memo/e-mail
_____ ☐ letter
_____ ☐ brief description
_____ ☐ report
_____ ☐ cards and invitations
_____ ☐ other: ________________________________

Writing Process

3.7. Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)

Specify: _____ ☐ organize ideas
_____ ☐ write first draft
_____ ☐ review draft
_____ ☐ revise
_____ ☐ edit
_____ ☐ write final copy
_____ ☐ other: ________________________________

3.8. Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)

Specify: _____ ☐ simple
_____ ☐ compound
_____ ☐ complex
_____ ☐ compound/complex

3.9. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)

Specify: _____ ☐ select the kind of sentence
_____ ☐ think about the meaning
_____ ☐ think about the words
_____ ☐ view the sentence when finished
_____ ☐ other: ________________________________

3.10. Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)

Specify: _____ ☐ agreement
_____ ☐ use of punctuation within sentences
_____ ☐ tense and case
_____ ☐ use of punctuation within words
_____ ☐ mechanics—use of capital letters, abbreviations, and numbers
_____ ☐ other: ________________________________

3.11. Use appropriate resources to aid in spelling. (CL.B.2.In.1)

Specify: _____ ☐ spelling dictionary
_____ ☐ specialized electronic aid
_____ ☐ people
_____ ☐ spellcheck utility in software program
_____ ☐ other: ________________________________

3.12. Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)

Specify: _____ ☐ spelling
_____ ☐ word choice
_____ ☐ punctuation
_____ ☐ grammar
_____ ☐ formatting—margins, spacing, legibility
_____ ☐ other: ______________________________
_____ ☐ sentence structure

3.13. Revise drafts of documents and written communications to improve meaning and focus. (CL.B.2.In.1)

Specify: _____ ☐ unity and coherence—words, phrases, and clauses agree and work together
_____ ☐ content—no irrelevant details
_____ ☐ clarity—ideas clearly expressed
_____ ☐ organization—logical order
_____ ☐ style—no run-on sentences or unintentional fragments, word choice
_____ ☐ grammar
_____ ☐ formatting—margins, spacing, legibility
_____ ☐ other: ______________________________

4. Apply skills and strategies to enhance ability to solve problems.

CL.B.3.In.1	identify mathematical concepts and processes to solve problems.
CL.B.3.In.2	apply mathematical concepts and processes to solve problems.
CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.

Solving Mathematical Problems

4.1. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ ☐ determine nature of the problem
_____ ☐ select correct technique
_____ ☐ make reasonable estimate of results
_____ ☐ apply operation or procedures to obtain result
_____ ☐ check results for accuracy and reliability
_____ ☐ explain results
_____ ☐ other: ______________________________

4.2. Determine whether insufficient or extraneous information is given in solving particular mathematical problems. (CL.B.4.In.1, CL.B.3.In.2)

4.3. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.1)

Specify: _____ ☐ drawing pictures or diagrams
_____ ☐ paraphrasing
_____ ☐ other: ______________________________
_____ ☐ using concrete objects
_____ ☐ using models

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Identifying Personal Problems

4.4. Identify that a problem exists in school or personal life, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)

4.5. Identify possible reasons for existing problems in school or personal life (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)

4.6. Identify problems that lead to the breakdown of major goals in school or personal life (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1)

4.7. Analyze possible consequences associated with specific problems in school or personal life (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem-Solving Strategies

4.8. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1)
Specify: _____ ☐ school _____ ☐ personal life

4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)

4.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)
Specify: _____ ☐ brainstorming—identifying all solutions that come to mind
_____ ☐ identifying steps—when a complicated task is involved
_____ ☐ estimating—when numbers are involved
_____ ☐ matching consequences to actions—for cause and effect
_____ ☐ troubleshooting—finding problems within a process
_____ ☐ creative thinking—when multiple solutions are acceptable
_____ ☐ modeling—basing actions on those of a good example
_____ ☐ other: ______________________________

4.11. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling when a good example exists, brainstorming when multiple solutions are acceptable). (CL.B.4.In.1)

4.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1)

4.13. Identify the steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)

4.14. Construct estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed for a class presentation). (CL.B.4.In.1)

4.15. Match consequences to decisions when solving problems involving cause and effect (e.g., doing extra credit work to make up for not completing homework). (CL.B.4.In.1)

4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., identifying possible source of errors in complicated math problems). (CL.B.4.In.1)

4.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., develop a skit or play, complete a creative writing assignment, choose a topic for a paper). (CL.B.4.In.1)

4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by most productive student, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills when offered drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions

4.19. Identify alternative courses of action for solving a particular problem in school or personal life (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)

4.20. Analyze consequences of each alternative course of action for solving a particular problem in school or personal life (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions

4.21. Complete tasks needed to solve problems in school or personal life (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extra help on some assignments). (CL.B.4.In.2)

4.22. Use appropriate techniques or tools to solve problems in school or personal life (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

4.23. Seek assistance when needed to solve problems in school or personal life (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher or family member). (CL.B.4.In.2)

Evaluating Effectiveness of Solution

4.24. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

4.25. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

5. Use effective time management and organization strategies to complete class and work assignments.

CL.C.2.In.1 plan and implement personal work assignments.

Planning Class Assignments

5.1. Identify purposes of planning class assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1)

5.2. Identify components of a plan to complete class assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)

5.3. Identify, prioritize, and schedule responsibilities of assignment (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1)

Implementing Class Assignments

5.4. Use strategies to pace tasks so that assignment is completed according to a schedule. (CL.C.2.In.1)

Specify:
_____ ☐ work according to schedule
_____ ☐ track subtasks on calendar
_____ ☐ set an alarm clock as a reminder
_____ ☐ check off subtasks when completed
_____ ☐ other: ______________________________

5.5. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1)

Specify:
_____ ☐ try different tools or techniques
_____ ☐ seek assistance from others
_____ ☐ visualize the steps
_____ ☐ read the instructions or references
_____ ☐ other: ______________________________

5.6. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1)

Specify:
_____ ☐ use a checklist or rubric
_____ ☐ use spellcheck or similar tool
_____ ☐ ask peer to review
_____ ☐ compare with model or example
_____ ☐ look for errors
_____ ☐ ask teacher to review
_____ ☐ other: ______________________________

5.7. Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.1)

Specify: _____ ☐ identify task
_____ ☐ name steps of task
_____ ☐ perform task following a model or demonstration
_____ ☐ perform task with decreasing feedback
_____ ☐ perform task independently
_____ ☐ monitor own task performance using applicable standards
_____ ☐ evaluate own task performance using applicable standards
_____ ☐ other: ________________________________

Using Tools, Equipment, and Supplies

5.8. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific class assignments. (CL.C.2.In.2)

Specify: _____ ☐ use a checklist with pictures or descriptions of supplies, tools, or equipment
_____ ☐ set up desk with all needed supplies and equipment before starting
_____ ☐ identify available sources of needed supplies and equipment
_____ ☐ other: ________________________________

5.9. Select and use the appropriate materials and supplies for completion of class assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, word processor, printer). (CL.C.2.In.2)

5.10. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2)

Specify: _____ ☐ personal calendar _____ ☐ school

6. Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).

CL.B.4.In.1	identify problems and examine alternative solutions.
CL.B.4.In.2	implement solutions to problems and evaluate effectiveness.

6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)

Specify: _____ ☐ clarify what is being tested—check notes, check with peers or teacher
_____ ☐ review and rehearse expected responses to anticipated questions
_____ ☐ practice with similar questions
_____ ☐ perform task with decreasing feedback
_____ ☐ other: ________________________________

6.2. Use strategies to perform successfully on tests. (CL.B.4.In.2)

Specify: _____ ☐ preview the test by reading instructions and skimming questions
_____ ☐ ask for clarification, if appropriate
_____ ☐ determine the order for completing the tasks
_____ ☐ schedule time for each section
_____ ☐ create a brief outline of responses to essay questions before answering
_____ ☐ skip difficult questions and come back to them
_____ ☐ notice particular usage of words and phrases in test items
_____ ☐ monitor own time
_____ ☐ check answers to avoid careless mistakes
_____ ☐ other: ________________________________

6.3. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)

Specify: _____ ☐ analyze error patterns
_____ ☐ note questions answered correctly
_____ ☐ review own preparation practices, noting strengths and weaknesses
_____ ☐ debrief performance with peer or teacher
_____ ☐ make a list of behaviors to change when taking the next test
_____ ☐ other: ________________________________

7. Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.

Social Behaviors

7.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)

Specify: _____ ☐ consideration—makes polite comments, shares resources with others
_____ ☐ cooperation—does share of work on projects, accepts others' suggestions
_____ ☐ assertiveness—raises hand to participate in class, makes needs known to others
_____ ☐ responding to humor or teasing—laughs without drawing attention, ignores
_____ ☐ responding to criticism—makes needed changes, acknowledges others' views
_____ ☐ other: ________________________________

7.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)

Specify: _____ ☐ consideration—won't wait for turn, does not clean up after finished with task
_____ ☐ cooperation—won't help others with task, keeps all supplies for self
_____ ☐ assertiveness—lets others take over equipment
_____ ☐ responding to humor or teasing—makes loud noises, gets angry
_____ ☐ responding to criticism—takes personally, makes negative comments
_____ ☐ other: ________________________________

7.3. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)

7.4. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)

7.5. Identify social expectations in a variety of situations and characteristics of behaviors that are appropriate for each one (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7.6. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2)

Specify behavior: _____ ☐ consideration _____ ☐ assertiveness
_____ ☐ response to humor or teasing _____ ☐ response to criticism
_____ ☐ cooperation
_____ ☐ other: ________________________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7.7. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7.8. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved). (IF.B.2.In.3)

7.9. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, call for help in emergencies, wear seat belt). (IF.B.2.In.3)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Working in a Group

7.10. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1)

7.11. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)

7.12. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—sharing of equipment, personal effort toward task completion). (SE.A.1.In.1)

7.13. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)

7.14. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1)

7.15. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1)

7.16. Identify steps for group problem solving. (SE.A.1.In.1)
Specify: _____ ☐ discuss the problem
_____ ☐ individually list possible causes
_____ ☐ record individual group members' suggestions and clarifications
_____ ☐ discuss and determine most likely causes
_____ ☐ implement corrective action or solution
_____ ☐ report results
_____ ☐ move on to the next most probable cause if initial action is ineffective
_____ ☐ other: ______________________________

7.17. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7.18. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

7.19. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Leadership Skills

7.20. Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, ability to influence group members, ability to facilitate decisions, ability to facilitate conversation between group members). (SE.A.1.In.2)

7.21. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ ☐ supportive leaders—more participation by group members, more flexible
_____ ☐ controlling leaders—group members may operate in fear
_____ ☐ negligent leaders—group members may not stay on task
_____ ☐ other: ______________________________

7.22. Identify individual styles when working in groups (e.g., slow vs. fast-paced, leading, quiet, expressive, productive). (SE.A.1.In.2)

7.23. Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions and ideas, using group reflection, providing opinions). (SE.A.1.In.2)

7.24. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations

7.25. Identify aspects of organizations that require different kinds of behaviors (e.g., line of command, support for individual problem solving, opportunity for group collaboration, flexible schedule). (SE.A.1.In.3)

7.26. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and peers, restraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3)
Specify: _____ ☐ school _____ ☐ community

7.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral standards may conflict with the expectations of the organization, personal choices may conflict with rearranging schedule). (SE.A.1.In.3)

8. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Understanding the Components of the Individual Educational Plan

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)

8.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)

8.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1)

Specify: _____ ☐ participate in premeeting activities
_____ ☐ determine school and post-school outcome desires
_____ ☐ determine present levels of performance
_____ ☐ develop annual goals and related short-term objectives or benchmarks
_____ ☐ assign responsibility for objectives
_____ ☐ identify needed services, modifications, and supports

8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1)

Specify: _____ ☐ employment
_____ ☐ instruction and continuing education
_____ ☐ community participation
_____ ☐ independent living
_____ ☐ agency support
_____ ☐ daily living skills

8.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1)

Specify: _____ ☐ in-school—course of study, diploma, extracurricular activities
_____ ☐ post-school—postsecondary training, employment
_____ ☐ post-school—living arrangements, community participation

8.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1)

8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1)

8.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1)

8.11. Assist in setting annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1)

8.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1)

9. Apply skills and strategies that promote self-advocacy and goal setting for personal needs.

IF.B.1.In.1	make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	carry out and revise plans related to decisions about personal and career choices.

Functioning Independently

9.1. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ ☐ self-initiation—begins tasks on own, asks for additional tasks upon completion
_____ ☐ self-management—self-monitoring, self-instruction, and self-reinforcement
_____ ☐ self-control—manages unstructured time, controls responses to events
_____ ☐ self-advocacy—requests needed resources, questions practices that appear unfair, requests needed services/modifications
_____ ☐ self-esteem—sets challenging goals, says no to peer pressure
_____ ☐ other: ______________________________

9.2. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ ☐ lack of self-initiation—waits until the last minute to start, avoids starting at all
_____ ☐ lack of self-management—waits for others to check progress
_____ ☐ lack of self-control—gets upset when unexpected events occur
_____ ☐ lack of self-advocacy—lets others take all needed supplies, does not request needed services/modifications
_____ ☐ lack of self-esteem—won't try new tasks, makes negative comments about self
_____ ☐ other: ______________________________

9.3. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1)

9.4. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1)

9.5. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)

Specify behavior: _____ ☐ self-initiation _____ ☐ self-control
_____ ☐ self- management _____ ☐ self-advocacy
_____ ☐ self-esteem _____ ☐ other: ________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

9.6. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)

9.8. Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)

9.9. Identify ways that lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1)

9.10. Describe steps to be followed when making a plan. (IF.B.1.In.1)

Specify: _____ ☐ identify goal or outcome
_____ ☐ identify needed resources
_____ ☐ determine major tasks
_____ ☐ schedule tasks
_____ ☐ obtain assistance and resources, if needed
_____ ☐ other: ____

9.11. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1)

9.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1)

9.13. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)

9.14. Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)

9.15. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a retirement home and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1)

9.16. Set realistic personal goals after selecting from options. (IF.B.1.In.1)
Specify: _____ ☐ short-term goals _____ ☐ long-term goals
_____ ☐ other: ______________________________________

9.17. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1)

9.18. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2)

9.19. Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2)

9.20. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2)

Miscellaneous

Grades 6-8

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Miscellaneous
Course Number:	7801010
Course Title:	Visual and Performing Arts: 6-8

A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts.

The content should include, but not be limited to, the following:

- music
- dance
- visual arts
- theatre
- exploration of careers in the arts

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair;
  partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate awareness of various art forms (e.g., music, dance, visual arts, theatre).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Music

1.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, listening, different kinds of ceremonies and celebrations, background music).

1.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

Dance

1.3. Identify characteristics of various dance forms (e.g., classical ballet, modern dance, Balinese, jazz, ballroom, square, folk dances).

1.4. Identify various types and styles of dances from different historical periods and cultures (e.g., colonial America long dances, Viennese waltzes, western line dancing).

Visual Arts

1.5. Identify characteristics of various visual art forms (e.g., drawing, painting, sculpture, fabric art, ceramics and pottery, printmaking, jewelry, photography, graphics).

1.6. Identify various works and styles of visual art from different historical periods and cultures (western art, modern art, landscapes, portraits, *Mona Lisa*).

Theatre

1.7. Demonstrate awareness of realistic and nonrealistic ways in which theatre and drama reflect life.

1.8. Identify and compare similar characters and situations in stories or dramas from various cultures (the hero or heroine, a "Cinderella" story).

1.9. Demonstrate knowledge of different types of dramatic productions, including live theatre, film, television, and electronic media.

1.10. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., listening to music, viewing painting or sculpture, watching a play).

2. Demonstrate awareness of artists and musicians.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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2.1. Identify various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist).

2.2. Identify the various roles of actors, directors, and producers in theatre productions.

2.3. Identify the various roles of dancers (e.g., lead, soloist, partner, instructor, member of a dance company, choreographer).

2.4. Identify the various roles of artists using visual art forms (e.g., illustrator, painter, sculptor, mixed media artist, photographer, printmaker, graphic artist).

2.5. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., indicating a preference for a particular musician, recognizing the same character type in two plays).

3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Course Number: 7801010 - Visual and Performing Arts: 6-8

3.1. Use materials and tools for two-dimensional visual art in a safe and responsible manner.

Specify: _____ ☐ pencils, charcoal, markers, crayons _____ ☐ paints—watercolor, poster, oil
_____ ☐ printmaking tools _____ ☐ cameras
_____ ☐ graphic art software _____ ☐ brushes
_____ ☐ other: ________________________________

3.2. Use materials and tools for three-dimensional visual art in a safe and responsible manner.

Specify: _____ ☐ clay _____ ☐ papier mache _____ ☐ wood
_____ ☐ fabric _____ ☐ yarn _____ ☐ beads
_____ ☐ other: ________________________________

3.3. Perform simple rhythms and melodies on musical instruments (e.g., recorder-type instruments, percussion instruments).

3.4. Perform melodies or parts for an ensemble on a band or orchestra instrument (e.g., woodwind, string, brass, percussion).

3.5. Use props and equipment appropriately and safely when performing a dance or in a drama.

3.6. Accept assistance with and participate in using objects appropriately and safely to perform activities involving visual and performing arts (e.g., drawing on posterboard, turning on CD player).

4. Demonstrate skills in visual art forms.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ☐ full ☐ partial _____ assistive technology ☐ full ☐ partial

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4.1. Identify and use various art techniques—overlapping, shading, varying size or color—to create desired effects in a work of art.

4.2. Identify and use various art processes—casting and constructing in jewelry, blending of paints in painting—to create desired effects in a work of art.

4.3. Identify and use various organizational principles—repetition, balance, emphasis, contrast, and unity—to create desired effects in a work of art.

4.4. Accept assistance with and participate in using materials and tools appropriately and safely to perform activities involving visual arts (e.g., shaping clay, taking a picture).

5. Demonstrate skills in performing arts forms, including music, dance, or theatre.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ verbal prompt
___ visual prompt
___ assistive technology
___ supervision
___ other: ____________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial
____ assistive technology ☐ full ☐ partial

Music

5.1. Sing or play short musical patterns, partner songs, and rounds.

5.2. Sing or play on pitch and in rhythm and maintain a steady tempo.

5.3. Sing or play melodies alone and with others.

5.4. Sing or play specified parts in an ensemble or chorus.

5.5. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

Dance

5.6. Use a variety of basic locomotor movements to dance to a rhythmic or musical accompaniment.

Specify:
_____ ☐ running
_____ ☐ skipping
_____ ☐ hopping
_____ ☐ sliding
_____ ☐ leaping
_____ ☐ other: _______________

5.7. Use a variety of basic non-locomotor skills to dance to a rhythmic or musical accompaniment.

Specify:
_____ ☐ bending
_____ ☐ twisting
_____ ☐ stretching
_____ ☐ turning
_____ ☐ lifting
_____ ☐ other: _______________

5.8. Define and maintain personal space, demonstrating kinesthetic or body awareness, concentration, and focus when dancing.

5.9. Use basic dance steps, body positions, and spatial patterns for dances from various styles or traditions (e.g., ballet, square, modern, Native American, African).

Theatre

5.10. Identify familiar characters in dramas or plays and their relationships.

5.11. Use body control, different speaking voices, and a variety of movements to portray characters.

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5.12. Demonstrate awareness of how to improvise when acting.

5.13. Demonstrate responsible participation in a dramatic performance.

5.14. Demonstrate understanding of the roles of the director and playwright in a theatrical performance.

General Participation

5.15. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts.
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.16. Participate in a range of appropriate visual and performing arts activities with a frequency observed in nondisabled peers (e.g., attending school concerts, participating in group activities at a community center). (IF.A.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.17. Use adaptive/assistive devices during visual and performing arts activities (e.g., switch to turn television on, headset and cassette recorder for self-guided art tour).

6. Demonstrate awareness of careers in the visual and performing arts.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.1.Pa.1	show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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6.1. Identify general characteristics of careers associated with visual and performing art (e.g., requires creative expression; provides opportunities for performance at various levels—local community, urban areas; provides many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

6.2. Identify specific jobs associated with the visual and performing arts (e.g., actor/actress, author, advertising copywriter, commercial artist, floral designer, merchandising display designer, photographer, pattern and model maker). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: _____ ☐ entry level _____ ☐ technical support
_____ ☐ advanced level _____ ☐ creative support
_____ ☐ other: ______________________________

6.3. Identify interests and skills generally needed for specific jobs dealing with visual and performing art (e.g., creative expression, performance skills in selected art form, ability to use technology). (CL.C.1.In.1, CL.C.1.Su.1)

6.4. Identify trends in the local job market for specific jobs dealing with visual and performing art (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)

6.5. Identify educational and training requirements for jobs dealing with visual and performing art (e.g., technical training, degree programs, summer programs, workshops). (CL.C.1.In.1, CL.C.1.Su.1)

6.6. Indicate awareness of visual and performing arts activities (e.g., turns toward painting or sculpture, shows interest in music). (CL.C.1.Pa.1)

Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ use assistive/augmentative device
_____ ☐ verbalize or sign _____ ☐ other: ____________________

6.7. Communicate interest in participating in visual and performing arts activities (e.g., smile when asked about working with clay). (CL.C.1.Pa.1)

Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ use assistive/augmentative device
_____ ☐ verbalize or sign _____ ☐ other: ____________________
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

7. Demonstrate awareness of the roles of visual and performing arts in the school and community.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support.
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

Course Number: 7801010 - Visual and Performing Arts: 6-8

7.1. Identify common leisure activities involving visual and performing arts. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ ☐ musical performances—concerts, dance performances
_____ ☐ theatre and plays
_____ ☐ celebrations—holidays, parades, festivals, exhibits
_____ ☐ other: ____

7.2. Identify appropriate times and occasions for attending activities in the community involving visual and performing arts (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)

7.3. Use specific knowledge and skills when planning leisure activities in the community involving visual and performing arts (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)

7.4. Use strategies to plan leisure activities involving visual and performing arts in the community effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)

7.5. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts at school or in the community. (IF.A.2.Pa.1)

Specify: _____ ☐ musical performances—concerts, dance performances
_____ ☐ theatre and plays
_____ ☐ celebrations—holidays, parades, festivals, exhibits
_____ ☐ hands-on workshops or programs for a specific art form
_____ ☐ camps, extended school day programs, clubs, organizations
_____ ☐ other: ____________________________________

7.6. Attend events involving visual and performing arts in the community (e.g., concerts in the park, school art show). (IF.A.2.In.1, IF.A.2.Su.1)

Specify location/type of activity: ____

7.7. Demonstrate appropriate audience behavior for activities involving visual and performing arts. (IF.B.2.In.2, IF.B.2.Su.2)

7.8. Accept assistance with and participate in leisure activities in the community involving visual and performing arts. (IF.A.2.Pa.1)

Specify: ____

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Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Miscellaneous
Course Number:	7813010
Course Title:	Music: 6-8

A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music.

The content should include, but not be limited to, the following:

- vocal music
- instrumental music
- connections with culture and community
- music appreciation
- exploration of careers in music

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompts—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color-coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair;
  partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Course Number: 7813010 - Music: 6-8

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate awareness of vocal and instrumental composers, performers, and musical events.**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

1.1. Identify the various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist).

1.2. Identify composers of common types of vocal and instrumental music.

1.3. Identify types of musical events in local community (e.g., band concerts, folk festivals, musical theatre).

2. **Demonstrate awareness of selected musical instruments.**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

2.1. Identify common percussion instruments (e.g., drum, bells, xylophone).

2.2. Identify common woodwind instruments (e.g., flute, saxophone, clarinet).

2.3. Identify common brass instruments (e.g., trumpet, tuba, trombone).

2.4. Identify common string instruments (e.g., guitar, violin, cello).

2.5. Identify other musical instruments present in the student's environment.

3. Demonstrate skills in vocal music.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

3.1. Sing short musical patterns, partner songs, and rounds.

3.2. Sing on pitch and in rhythm and maintain a steady tempo.

3.3. Sing melodies alone and with others.

3.4. Sing melodic and harmonic parts in a chorus or ensemble.

4. Demonstrate skills in instrumental music.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

4.1. Perform simple rhythms and melodies on music instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments).

4.2. Perform melodies or parts for an ensemble on a band or orchestra instrument (e.g., woodwind, string, brass, percussion).

5. Demonstrate awareness of characteristics of music of various cultures.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

5.1. Identify songs and instruments associated with cultures in the local community.

5.2. Identify songs and instruments associated with various cultures represented in Florida.

5.3. Identify songs and instruments associated with cultures from other parts of the United States and the world.

5.4. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

6. Demonstrate awareness of various types of music (e.g., folk, jazz, choral, orchestra).

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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6.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, different kinds of ceremonies and celebrations, lullabies, marches).

6.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

7. Demonstrate awareness of careers in music.

CL.C.1.In.1	use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1	recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.1.Pa.1	show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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7.1. Identify general characteristics of the career cluster dealing with music and entertainment (e.g., requires creative expression; opportunities for performance at various levels—local community, urban areas). (CL.C.1.In.1, CL.C.1.Su.1)

7.2. Identify characteristics of specific jobs associated with the career cluster dealing with music and entertainment (e.g., vocalist or instrumentalist, member of band or orchestra, technician for sound systems, conductor, composer, instrument repairperson, music salesperson). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: _____ ☐ entry level _____ ☐ technical support
_____ ☐ advanced level _____ ☐ creative support
_____ ☐ other: ________________________________

7.3. Identify interests and skills generally needed to fulfill performance requirements for specific music-related jobs (e.g., creative expression, performance skills in selected musical form, ability to use technology).

7.4. Identify trends in the local job market for specific music-related jobs (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)

7.5. Identify educational and training requirements for music-related jobs (e.g., technical training, degree programs, summer programs). (CL.C.1.In.1, CL.C.1.Su.1)

7.6. Identify career advancement opportunities for music-related jobs. (CL.C.1.In.1, CL.C.1.Su.1)

7.7. Indicate awareness of music activities (e.g., responds to musical performance, shows interest in music by smiling). (CL.C.1.Pa.1)

Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ use assistive/augmentative device
_____ ☐ verbalize or sign _____ ☐ other: ____________________

7.8. Communicate interest in participating in musical activities (e.g., smiles when asked about working with performer). (CL.C.1.Pa.1)

Specify method: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ use assistive/augmentative device
_____ ☐ verbalize or sign _____ ☐ other: ____________________
Specify setting _____ ☐ home _____ ☐ school _____ ☐ community

8. Demonstrate awareness of the roles of music in the school and community.

IF.A.2.In.1	select and use community resources and services for specified purposes.
IF.A.2.Su.1	use community resources and services—with guidance and support
IF.A.2.Pa.1	participate in activities involving the use of community resources and services—with assistance

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________

Course Number: 7813010 - Music: 6-8

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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8.1. Identify common leisure activities involving music. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ musical performances—concerts, dance performances
_____ ☐ musical theatre, opera
_____ ☐ celebrations—holidays, parades, festivals
_____ ☐ other: ________________________________

8.2. Identify appropriate times and occasions for attending activities in the community involving music (e.g., on holidays; for concerts, religious events, or sports events; when a performer is on tour; when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)

8.3. Use specific knowledge and skills when planning and participating in leisure activities in the community involving music (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)

8.4. Use different strategies to plan and participate in leisure activities in the community involving music effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)

8.5. Accept assistance with and participate in a sequence of tasks or activities involving music at school or in the community. (IF.A.2.Pa.1)
Specify: _____ ☐ musical performances—concerts, dance performances, musical theatre
_____ ☐ celebrations—holidays, parades, festivals
_____ ☐ camps, extended school day programs, clubs, organizations
_____ ☐ other: ________________________________

8.6. Attend events involving music in the community (e.g., concerts in the park, dance). (IF.A.2.In.1, IF.A.2.Su.1)
Specify location/type of activity: ________________________________

8.7. Demonstrate appropriate audience behavior and response when participating in leisure activities or tasks involving music. (IF.B.2.In.2, IF.B.2.Su.2)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area:	Miscellaneous
Course Number:	7815010
Course Title:	Physical Education: 6-8

A. **Major Concepts/Content.** The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

The content should include, but not be limited to, the following:

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1	complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder

  Verbal prompt—a sound, word, phrase, or sentence as a reminder

  Visual prompt—color coding, icons, symbols, or pictures as a reminder

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance

  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Course Number: 7815010 - Physical Education: 6-8

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but not master the benchmark listed for each course requirement. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Perform physical movement skills at levels consistent with own capabilities.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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1.1. Use a variety of basic locomotor movements.
Specify: _____ ☐ walking _____ ☐ running _____ ☐ skipping
_____ ☐ hopping _____ ☐ sliding _____ ☐ other: ____________

1.2. Use a variety of basic non-locomotor skills.
Specify: _____ ☐ bending _____ ☐ twisting _____ ☐ stretching
_____ ☐ turning _____ ☐ lifting _____ ☐ other: ____________

1.3. Use a variety of basic object control skills.
Specify: _____ ☐ underhand throw _____ ☐ overhand throw _____ ☐ catch
_____ ☐ kick and strike _____ ☐ dribble _____ ☐ other: ____________

1.4. Use simple combinations of basic movement skills.
Specify: _____ ☐ locomotor _____ ☐ non-locomotor _____ ☐ rhythmical skills
_____ ☐ object control _____ ☐ body control _____ ☐ other: ____________

1.5. Use control in balance activities on a variety of body parts.
Specify: _____ ☐ one foot _____ ☐ one hand and one foot
_____ ☐ hands and knees _____ ☐ other: ____________

1.6. Use control in travel activities on a variety of body parts.
Specify: _____ ☐ forward travel _____ ☐ backward travel
_____ ☐ changing direction _____ ☐ changing speed
_____ ☐ other: ____________

1.7. Use smooth transitions between sequential motor skills (e.g., running into a jump).

1.8. Use adaptive/assistive devices to perform various motor skills.
Specify: _____ ☐ locomotor _____ ☐ non-locomotor _____ ☐ travel skills
_____ ☐ object control _____ ☐ body control _____ ☐ other: _______________

1.9. Accept assistance with and participate in performing various motor skills.
Specify: _____ ☐ locomotor _____ ☐ non-locomotor _____ ☐ travel skills
_____ ☐ object control _____ ☐ body control _____ ☐ other: _______________

1.10. Accept assistance with and participate in using adaptive/assistive devices to perform various motor skills.
Specify: _____ ☐ locomotor _____ ☐ non-locomotor _____ ☐ travel skills
_____ ☐ object control _____ ☐ body control _____ ☐ other: _______________

2. Perform skills in individual and team activities at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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2.1. Use basic movement and object control skills for a variety of games, sports, and dances (e.g., basketball chest pass, serving a volleyball, hitting a softball with a bat).

2.2. Use object control skills for selected games and sports (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass).

2.3. Use proper form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills for selected games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, passing, shooting, and dribbling for soccer).

2.4. Use appropriate form in balance activities on a variety of apparatuses (e.g., balance board, balance beam).

2.5. Use beginning strategies for net and invasion games (e.g., keep object going with partner using striking pattern, place ball away from opponent in a racket sport, using hand and foot dribble while preventing an opponent from stealing the ball in basketball).

2.6. Use adaptive/assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

2.7. Accept assistance with and participate in performing various movement and object control skills for a variety of games, sports, and dances.

2.8. Accept assistance with and participate in using adaptive/assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

3. Perform recreational skills involved in selected physical activities at levels consistent with own capabilities.

IF.A.1.In.1	complete productive and leisure activities used in the home and community.
IF.A.1.Su.1	complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Pa.1	participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

3.1. Identify physical activities involved in common leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ indoor team or pairs games—basketball, racquetball, volleyball
_____ ☐ outdoor team or pairs games—softball, horseshoes, tennis, golf
_____ ☐ exercise programs—aerobics, strength training, jogging
_____ ☐ dance, gymnastics
_____ ☐ other: ____________

3.2. Identify appropriate times and occasions for physical activities involved in leisure and recreation activities (e.g., swimming, tennis, golf, skating, biking, walking/jogging). (IF.A.1.In.1, IF.A.1.Su.1)

3.3. Use specific knowledge and skills when completing a variety of physical activities involved in leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, keeping track of progress). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ indoor team or pairs games–basketball, racquetball, volleyball
_____ ☐ outdoor team or pairs games–softball, horseshoes, tennis, golf
_____ ☐ exercise programs—aerobics, strength training, jogging
_____ ☐ dance, gymnastics
_____ ☐ other: ____________

3.4. Use adaptive/assistive devices to perform physical activities involved in leisure and recreation activities. (IF.A.1.Su.1)

3.5. Accept assistance with and participate in performing various physical activities involved in leisure and recreation activities. (IF.A.1.Pa.1)

4. Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.

IF.A.1.In.2	complete personal care, health, and fitness activities.
IF.A.1.Su.2	complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2	participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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4.1. Demonstrate understanding of the relationships among the components of physical well-being. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ routine medical care, periodic check-ups
_____ ☐ scheduling time for your personal needs
_____ ☐ participating in social events
_____ ☐ getting regular rest and exercise
_____ ☐ maintaining a diet following the Food Guide Pyramid
_____ ☐ taking steps to maintain a positive mental attitude
_____ ☐ other: ______________________________

4.2. Identify activities involved in fitness activities and exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate exercise activities for fitness as part of an individual wellness plan
_____ ☐ performing specific exercises
_____ ☐ maintaining participation in exercise programs
_____ ☐ identifying potential problems resulting from exercise programs
_____ ☐ evaluating the benefits of an exercise program
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ______________________________

4.3. Identify when fitness activities and exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to lower blood sugar; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use specific knowledge and skills when completing fitness activities or an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ selecting appropriate exercise activities for fitness
_____ ☐ performing specific exercises
_____ ☐ maintaining participation in exercise programs
_____ ☐ identifying potential problems resulting from exercise programs
_____ ☐ evaluating the benefits of an exercise program
_____ ☐ requesting assistance with disability needs when necessary
_____ ☐ other: ______________________________

4.5. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

4.6. Indicate awareness of fitness and exercise activities (e.g., turns to watch exercises and music, reaches for ball). (IF.A.1.Pa.2)

Specify method: _____ ☐ touch referent object
_____ ☐ vocalize or gesture
_____ ☐ verbalize or sign
_____ ☐ point to actual object
_____ ☐ use assistive/augmentative device
_____ ☐ other: ______________

4.7. Accept assistance with and participate in fitness and exercise activities (e.g., moves when dance videos are on or other students are exercising). (IF.A.1.Pa.2)

Specify: ____

5. Use responsible personal and social behaviors when participating in physical activities.

IF.B.2.In.1	identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2	demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3	respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1	participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2	participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: ________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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Self-Management

5.1. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in physical activities (e.g., follows an individual wellness plan, is able to organize equipment, follows through with instructions, completes exercises, works out efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

5.2. Discriminate between examples and non-examples of behaviors that represent self-management when participating in physical activities (examples—bringing all needed equipment, saying the steps to yourself as you attempt to perform the skill, staying in line when waiting your turn; non-examples—getting in fights over a called strike in baseball, pushing ahead in line to get on an exercise machine). (IF.B.2.In.1, IF.B.2.Su.1)

5.3. Identify factors that promote the use of self-management behaviors when participating in physical activities (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community

5.4. Identify factors that inhibit self-management when participating in physical activities (e.g., too much emphasis on competition and winning, controlling persons in environment, strict rules regarding choices available). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ self-monitoring _____ ☐ self-instruction _____ ☐ self-reinforcement
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community

5.5. Demonstrate self-management in various situations when participating in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home
_____ ☐ school—in class, extracurricular activities, before and after school
_____ ☐ community—leisure activities

5.6. Monitor own use of self-management behaviors in various situations involving physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home
_____ ☐ school—in class, extracurricular activities, before and after school
_____ ☐ community—leisure activities

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Cooperation and Teamwork

5.7. Identify characteristics of behavior that are cooperative and support team work when engaged in physical activities (e.g., sharing ideas and effort, waiting your turn, sharing equipment, supporting the efforts of others, listening to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)

5.8. Discriminate between examples and non-examples of behaviors that are cooperative and support team work when engaged in physical activities (examples—rotating sets on an exercise machine, practicing catching and throwing a ball with a friend, letting someone else take your place; non-examples—not helping team members get ready, staying on a piece of exercise equipment too long, making negative comments about teammates). (IF.B.2.In.1, IF.B.2.Su.1)

5.9. Demonstrate cooperation and team work in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home
_____ ☐ school—in class, extracurricular activities, before and after school
_____ ☐ community—leisure activities

5.10. Monitor own cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home
_____ ☐ school—in class, extracurricular activities, before and after school
_____ ☐ community—leisure activities

Rules and Regulations

5.11. Identify the purpose of various types of rules and regulations in games and sports (e.g., penalties, behavioral guidelines, restricted areas, required uniforms and protective equipment, hours of operation). (IF.B.2.In.1, IF.B.2.Su.1)

5.12. Discriminate between examples and non-examples of behaviors that are in compliance with rules and regulations in games and sports (examples—following the call of the umpire, wearing protective equipment, abiding by the rules of the game; non-examples—ignoring the call of the umpire, fighting during the game). (IF.B.2.In.1, IF.B.2.Su.1)

5.13. Identify factors which indicate that noncompliance with rules and regulations in games and sports should be reported to authorities (e.g., poses danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)

5.14. Demonstrate compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home
_____ ☐ school—in class, extracurricular activities, before and after school
_____ ☐ community—leisure activities

5.15 Monitor own compliance with rules and regulations in various situations in games and sports (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ home
_____ ☐ school—in class, extracurricular activities, before and after school
_____ ☐ community—leisure activities

Safety Procedures

5.16. Identify unsafe or potentially dangerous factors in areas where physical activities are completed (e.g., slippery playing surfaces, not enough light, threat of bad weather). (IF.B.2.In.3, IF.B.2.Su.3)

5.17. Identify situations when first aid might be required when participating in physical activities (e.g., at a swimming pool after someone has almost drowned, after someone has been hit by a ball, after someone slides and gets scraped). (IF.B.2.In.3, IF.B.2.Su.3)

5.18. Identify how to handle specific emergency situations when participating in physical activities (e.g., injury to self or others, bad weather, power outage, fighting among team members). (IF.B.2.In.3, IF.B.2.Su.3)

5.19. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects in hand, call for help in emergencies, wear protective equipment). (IF.B.2.In.3, IF.B.2.Su.3)

5.20. Identify ways to avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.21. Behave in ways that avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walk away, do not provoke them, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.22. Respond to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

General Participation

5.23. Request assistance and participate in fitness and exercise activities. (IF.A.1.Pa.1)

Specify method: _____ ☐ vocalize
_____ ☐ look at activity
_____ ☐ use assistive/augmentative device
_____ ☐ gesture
_____ ☐ verbalize or sign
_____ ☐ other: _______________

5.24. Confirm that desired activity has been selected by accepting assistance and participating (e.g., takes offered ball). (IF.A.1.Pa.1)

Specify method: _____ ☐ vocalize
_____ ☐ look at activity
_____ ☐ use assistive/augmentative device
_____ ☐ gesture
_____ ☐ verbalize or sign
_____ ☐ other: _______________

5.25. Protest non-preferred activities or objects when accepting assistance and participating in physical activities (e.g., frowns when presented with unwanted exercise routine). (IF.A.1.Pa.1)

Specify method: _____ ☐ vocalize _____ ☐ gesture
_____ ☐ look away or move away _____ ☐ verbalize or sign
_____ ☐ use assistive/augmentative device _____ ☐ other: _______________

5.26. Indicate physical discomfort appropriately through observable behaviors when participating in physical activities (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.2)

Specify method: _____ ☐ vocalize _____ ☐ point to actual object
_____ ☐ move away _____ ☐ gesture
_____ ☐ verbalize or sign _____ ☐ use assistive/augmentative device
_____ ☐ other: ____

5.27. Accept assistance with and participate in managing own behavior in unstructured settings for physical activities. (IF.B.2.Pa.1)

5.28. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.Pa.2)

5.29. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., vocalizes loudly when the home team scores, keeps hands to self, does not tear clothing). (IF.B.2.Pa.1)

5.30. Participate in selection of appropriate clothing and grooming for physical activities (e.g., points to shirt with team colors for football game, assists with shower before going in pool). (IF.B.2.Pa.1)

6. Use technology to participate in and gain knowledge about own individual fitness and recreation activities.

Indicate guidance and support necessary for mastery at supported level:
_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: ___________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ____ assistive technology ☐ full ☐ partial

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6.1. Identify types of technology used in fitness and recreation involving physical activities (e.g., treadmill with computer selections, assistive technology for entering pool, computer-driven competitive rowing machines).

6.2. Identify ways to gain knowledge about own progress (e.g., stop watch, wellness planning and tracking software).

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6.3. Use technology appropriately to participate in fitness routines and recreation activities.

6.4. Use adaptive or assistive technology to participate in fitness and recreation activities.

6.5. Accept assistance with and participate in using adaptive/assistive technology to participate in fitness and recreation activities.

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ESE 10523